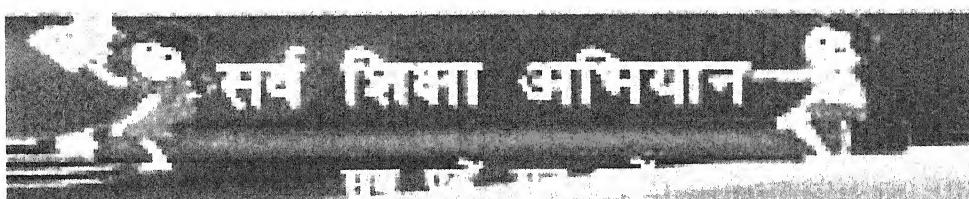


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**MONITORING AND EVALUATION OF
SARVA SHIKSHA ABHIYAN,
DISTRICT- BARABANKI
UTTAR PRADESH**



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By
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U.P. Education
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PREFACE

Sarva Shiksha Abhiyan is an effort to universalize elementary education through community ownership of the school system. The programme is to provide useful and relevant elementary education for all children by 2010. The emphasis of this programme is on mainstreaming out of school children through diverse strategies, as far as possible, and on providing 8 years of schooling for all children in 6-14 age group. The thrust is upon bridging of gender and social gaps and a total retention of all children in schools. With this framework it is expected that the education system would be made relevant so that children and parents find the schooling system useful and absorbing, according to their natural and social environment.

These expectations from the existing SSA framework call for proper implementation of approved plans at district and state levels. It is also required to keep track on the achievement on important outcome indicators and to verify the process and procedures undertaken for the implementation of SSA. Under this process, the GIRI Institute of Development Studies has been appointed as a nodal agency for monitoring and evaluation of SSA programme of the state of Uttar Pradesh by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India.

The Institute has prepared the present report in the capacity of monitoring and evaluation agency for the evaluation of SSA programme in Barabanki district of Uttar Pradesh. We are thankful to Shri Ravi Chand, IAS Department of School Education and Literacy, MHRD, Government of India for assigning this task to us. We are also thankful to Shri Girija Shankar & Sri O.P. Chaturvedi, Senior Consultants, Monitoring (Ed.-CIL) for lending their all-possible cooperation to undertake this assignment.

The implementation of SSA programme at the state level being undertaken by the office of SPD under the able leadership of J.S. Deepak, IAS (SPD) and Shri Parthsarthy Sen Sharma, IAS (ASPD), we are immensely grateful to them.

The credit of successful accomplishment of the task goes to the director of the institute Prof. AK Singh who has created required research insight and atmosphere in the institute for the same. We express our deep sense of gratitude to him.

The proper coordination between SPD office, District BSA office and the nodal agency has been made by Dr. S.S. Sirohi, Senior Professional SPD office. He has provided all cooperation and help in this direction, we are thankful to him.

I feel obliged to my colleagues Dr. Fahimuddin and Dr. B. K. Bajpai for their continuous support and suggestion while working for this report. We are also thankful to members of research team Dr. Anil Kumar, Mr. Ajit Singh, Mr. Naveen Roy, Mr. Shailesh Srivastava, , Mr. Ajai K. Dubey, Mr. Zuber Akhatar, Mr.D.D. Shukla Ms. Atika and Mr. Abhishek Singh for their hard work to complete the report.

Last but not least, our thanks are due to Mr. Manoharan, K. and Mrs. Geeta Bisht for efficient handling of typing work and to Mr. R. S. Bisht for maintaining official records.

Date : May, 2007

Dr. R. C. Tyagi

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EXECUTIVE SUMMARY

SARVA SHIKSHA ABHIYAN:

Sarva Shiksha Abhiyan is an effort to universalise elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode. In other words, Sarva Shiksha Abhiyan is –

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.
- An expression of political will for universal elementary education across the country.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education.

AIMS:

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

OBJECTIVES:

- All children in school, Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.

- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

PREPARATORY ACTIVITIES:

The preparatory activities are expected to initiate a process of institutional development and capacity building for professional management of elementary education sector at the local level. The focus has to be on capacity building through training, rigorous planning processes, focus on community based data collection and its analyses, and most of all, a willingness to allow the local community to manage schools. It is expected that the preparatory phase will take anywhere from four to eight months. The preparatory phase provides for the following:

- Office equipment as per need,
- Cultural activities for mobilization for SSA,
- Computer hardware and software for effective MIS at the district level,
- School-based activities up to Rupees 1000 to a school,
- Household surveys and preparation of habitation Plans up to Rs. 3 per household,
- A set of base line Studies, etc.

SCOPE OF WORK:

The Programmes to be covered include:

- Sarva Shiksha Abhiyan
- Achievement level of primary and upper primary schools.
- Mid-Day Meal Scheme
- Kasturba Gandhi Balika Vidyalaya
- National Programme for Education of Girls at Elementary Level.
- Alternative schooling

STUDY SAMPLE AND DESIGN:

There are 2022 primary and 604 upper primary schools and 62 AIE, 166 EGS and 10 Maktab / Madrasas, 11 RBCs, 130 NRBCs, and 158 cluster model schools

for NPEGEL. All type of schools / centres are 3164 as presented in Table 1.1. In which there are 1 Kasturba Gandhi Balika Vidyalaya in the district.

The sample for survey in primary and upper primary schools was drawn on the basis of random sampling method. The sample primary and upper primary schools were taken from each of the 4 blocks and 1 urban area of the district. The entire sample consists of 101 primary and 30 upper primary schools. 8 EGS, 3 AIE, 1 Madarsa and 7 NRBC, 1 RBC Centre and 1 KGBV. The detail sample size has been shown in Table 1.2. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer using SPSS package.

Apart from the above, 8 NPEGEL Centres out of 158 running upper primary schools of the district have also been covered in the sample.

The other information relating to the functioning and progress of SSA Programme in the district have also been collected from SPD Office at the state level and from the office of the District Basic Shiksha Adhikari.

FINDINGS AND SUGGESTIONS:

- Sanctioned primary and upper primary schools for the year 2006-07 have been opened during the same year.
- 98.79 per cent of sanctioned teachers are appointed at the primary school level and 95.58 per cent of the sanctioned teachers are appointed at the upper primary level.
- 1.21 per cent teachers for primary schools and 4.42 percent for upper primary schools are still to be appointed.
- In service training was lacking.
- Teachers' needs to be provided in-service training.
- Orientation training has not been provided to adequate number of teachers at primary school level.
- Orientation training needs to be given to larger number of primary schools teachers.
- High enrollment of 6-11 years age children has been found in Barabanki district.
- However, the enrollment of girls as against the boys is relatively lower.
- Low enrollment of 11-14 years age children has been found in the district.

- Enrollment of 11-14 years age needs to be increased in Barabanki district.
- The adequate technical support from the JEs is not being provided. The involvement of private construction agencies needs to be explored.
- The involvement of teachers (specially teachers union leaders) in such activities needs to be minimized.
- Mainstreaming has been done in govt. schools in all cases as reported by the BSA, Barabanki.
- Large number of parents needs to be counseled about CWSN.
- The large number of students required to be provided with aids and appliances those are belong to the category of CWSN.
- NPEGEL programme was running in the district, but it was not found good.
- The possibility to open KGBVs in all the blocks and 1 urban area of the district needs to be given due consideration.
- Sanctioned KGBV should be open as early as possible.
- Evaluator has found coordination among district coordinators, MIS incharge and clerical staff of BSA.
- Most of the primary schools (86.14 per cent) were established before ten years and the construction of 69.31 per cent of total primary schools was done before ten years.
- In case of upper primary schools, 43.33 per cent schools have been established before ten years and 33.33 per cent of them were constructed before ten years.
- This shows the most of the constructions were for completing backlogs.
- More emphasis is required not only on the establishment of new schools and & subsequently their construction, but also require teachers for quality education.
- The maximum no. of 38 (37.62 per cent) of the sample primary have 3 rooms and 14(46.67 per cent) upper primary schools have 4 rooms available.
- But 24.75 per cent primary schools use three rooms and 66.67 per cent upper primary schools use three rooms for classroom teaching.
- In view of this, more existing rooms in schools should be used for teaching.
- About 51 per cent schools have play ground.
- Only 18.32 per cent schools are with boundary walls.
- 59.54 per cent schools have sports items.
- The available sports items are used by students are only in 57.25 per cent schools.

- 95.42 per cent schools have mats and furniture.
- 96.18 per cent schools have blackboards in classroom.
- 16.79 per cent schools are without Verandah.
- 76.34 per cent schools have at least one Verandah in the campus.
- Only 6.87 per cent schools have more than one Verandah.
- Construction of school boundaries should be taken up on priority basis as per norms.
- Playground should be available in all schools.
- The availability of drinking water facility is 96 per cent in Primary Schools and 83.33 per cent in Upper Primary School.
- The convergence of drinking water facility with Swajaldhara has been 30.33 per cent.
- 29.51 per cent funding of drinking water facility is done through SSA.
- The drinking water facility should be made available in all primary and upper primary schools.
- Toilet facilities are available, around 81 per cent for boys and around 76 per cent for girls at primary level.
- At upper primary level, the toilet facilities having 66.67 per cent for both boys and girls.
- For providing the facility, the TSP convergence should be utilized, as it is relatively low at present.
- The toilet facilities are not used in 20.48 per cent of primary and in 20 per cent of upper primary schools.
- 20 per cent schools of the district, in which toilet facilities are not in use.
- This calls for additional provision of toilet facilities and the maintenance of existing facilities.
- Overall school environment is found to be good but provision of health facilities in school is not attended properly. This should be taken up more frequently.
- Around 3 per cent upper primary school buildings are in bad shape.
- Around 5 per cent primary school buildings are also like this.
- In view of this special provision of repairs should be made to consider the students' safety.
- In 5 per cent out of total primary schools, which are in bad conditions, there are cracks in roof and in 20 per cent developed cracks in plasters also 20 per cent.

This may cause accidents. In view of this, the repair work should be taken up at the earliest.

- The teacher-students ratio is not found satisfactory (1:63 and 1:51)* in primary and upper primary schools.
- But there is a difference between number of sanctioned teachers and in position teacher in schools.
- Teachers attendance is also not found upto the mark.
- Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary schools.
- Around 73 per cent of working teachers have received training.
- 86per cent working teachers in primary schools have received training.
- Around 33 per cent of upper primary school teachers have received training.
- Around 97 per cent trainees received training of 1 to 3 days duration.
- More than 2 per cent trainees received training of 4 to 6 days duration.
- Less than 1 per cent trainees received training of 7 to 14 days duration.
- Training module lacks training of core subjects like maths, English.
- Training duration should be longer and it should be in summer vacation.
- Low percentages of working teachers of UPS are getting training.
- There has been a difference between reported students and enrolled students.
- Only 48.74 per cent of the enrolled students were present on register and 45.06 per cent on the day of visit in primary schools.
- Only 50.17 per cent of the enrolled students were present on register and 46.57 per cent on the day of visit in primary schools.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members.
- 37.69 per cent students were found absent due to their involvement in agricultural activities. This should be discussed in length in PTAs frequently.
- Around 30.77 per cent students were absent due to occasion.
- Efforts made by schools VEC and PTA for improving the student's attendance were not found to be sufficient. Role of parent's teachers meetings were minimum in this respect. There should be more concerted efforts and in each primary school to improve students attendance. There should be a more efficient and regular monitoring system to check students attendance.

- The implementation of students test as per prescribed norms is found good in most of the cases of primary and upper primary schools. But the performance of 14.50 per cent students in an exclusive test has been poor. More serious efforts are required to improve the performance of the students, teachers as well as parents.
- Around 99 per cent students' behaviour with their teachers were found good and satisfactory.
- Teachers should maintain their dignity and moral teaching should be done.
- 1.4 to 2.2 per cent of the total enrolled students have not found to be enrolled as per prescribed age norms in primary and upper primary schools. Majority of such students belongs to the higher age group. The respective VECs may take up required action to streamline the students' enrollment at the suitable age
- Over all dropout rate ranged from 4.22 to 5.60 per cent in schools but this is higher 8.80 per cent among boys of upper primary schools.
- 65 primary and 24 upper primary schools are having dropped out students.
- On an average 8.29 to 3.2 students per school are studying (repeating) in the same classes in primary and upper primary schools.
- The girls' drop out is higher in primary schools. The overall dropout rate is higher among boys in primary and upper primary level.
- Hence, it should be considered with the introduction of new programmes to control the same.
- Enrollment of existing CWSN is 80 per cent in the district.
- The availability of appliances as and aids is only 20.55 per cent enrolled students. Whatever is made available cannot be utilized properly in the absence of required ramps in the schools.
- It is required to enhance the availability of appliances and complete the construction of ramps in the schools.
- About 5 per cent schools did not distribute books in time.
- Main reason was less number of books supplied in time. Proper coordination between SPO, DPO and school is required.
- The availability of food under MDM programme has been the problem in the sample schools and also unavailability of food as per menu has been a problem in 40.59 per cent schools. The payment of cooks has not been timely in more than 69.31 per cent schools.

- Around 27 per cent schools are still without kitchen.
- Even those schools where kitchen is there, food is cooked outside in majority of the schools.
- 12.87 per cent schools do not have required utensils.
- Despite awareness of cleanliness, the students during MDM do not follow it.
- 90.10 per cent schools are inspected regularly for MDM.
- Only 10.89 per cent schools are provided with micro-nutrition supplement.
- Overall participation of parents and VEC in MDM is not satisfactory in most of the schools Average number of VEC members is found to be low due to under representation of parents.
- The female and caste-wise composition of VEC is as per norms.
- The parent's representation in VECs should be emphasized.
- Members attended VEC meetings without adequate female member's representation.
- More than 85 per cent and 80 per cent primary and upper primary schools VEC members imparted in training.
- About 27 per cent of primary and 24.44 per cent of upper primary schools VEC members were trained.
- The training should be organized for each school and should be made monitoring of each VEC member.
- VECs' role in improving overall school conditions were found to be the best in 0.5 per cent in primary schools.
- Their satisfactory role was reported in 70.05 per cent in primary and 65 per cent in upper primary schools.
- In around 16 per cent of primary and 15 of upper primary schools regarding their role was found to be bad in this respect.
- The role of VECs' should be deemed more important for improving schools conditions. Hence, VEC members should play more active role in this respect.
- Money has been withdrawn from account in some cases but construction work has not been started yet.
- For different types of constructions, unutilized grants are found.
- Through better monitoring of construction work and fund utilization, expected results can be achieved.
- Most of the VECs did not have school construction related records

- This is one of the main reason of fund misuse and slow progress of construction work in schools.
- The unsatisfactory construction work has been reported as 11 per cent cases.
- The main reason of unsatisfactory work is slow and low quality of construction work due to lack of commitment.
- Strict supervision of construction work is suggested.
- Dominant persons like president of district basic education should not be involved in construction work. He should be punished for bad work.
- There has been found 1 KGBV.
- The payment of EGS/AIE teachers has been very irregular.
- The students' attendance in the alternative schooling centres is quit well.
- Most of the EGS/AIE centres are not functioning properly.
- The Centres are deprived of TLM, MDM and other programmes.
- Proper records are not mentioned.
- VEC members are required to be oriented for the development of alternative schooling.
- Madarsa were not found in position in the district.
- BRC Coordinators visits were found on an average less than once times in a month both schools (primary and upper primary school) for providing academic input.
- NRPC coordinators visits were made more than once in a month both type of schools.
- The filled in data capture formats have been sent to the district office.
- General school conditions were found to be better at the upper primary school level as compared to the primary level by the investigators.
- Some BRC coordinators' character was found anti social.

CHAPTER I

INTRODUCTION

1.1 About Sarva Shiksha Abhiyan (SSA):

SSA is an effort to universalize elementary education by community ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA Programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community owned quality education in a mission mode. The SSA is to provide useful and relevant elementary education for all children in the 6 to 14 years age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

1.2 Objectives of Present Study:

The present study is regarding the Monitoring and Evaluation of Sarva Shiksha Abhiyan implemented in Barabanki District of Uttar Pradesh. The objectives of the study are:

- (i) Assess the progress of implementation of approved plans at district level and state level.
- (ii) To check progress in achievement of some key outcome indicators through sampling.
- (iii) Verify process and procedures undertaken for the implementation of SSA.

1.3 Scope of Work

The Programmes to be covered include:

- (i) Sarva Shiksha Abhiyan
- (ii) Achievement Level of Primary and Upper Primary Schools
- (iii) Mid-Day Meal Scheme
- (iv) Kasturba Gandhi Balika Vidyalaya
- (v) National Programme for Education of Girls at Elementary Level.
- (vi) Alternative Schooling etc.

1.4 Study Sample and Design

There are 2022 primary and 604 upper primary schools and 62 AIE, 166 EGS and 10 Maktab / Madrasas, 11 RBCs, 130 NRBCs, and 158 cluster model schools for NPEGEL. All type of schools / centres are 3164 as presented in Table 1.1. In which there are 1 Kasturba Gandhi Balika Vidyalaya in the district.

Table 1.1: No. of Total Actual School

Sl. No.	Block Name	PS	UPS	Alternate Education					Girls Education		Total
				EGS	AIE	MM	RBC	NRBC	NPEGEL	KGBV	
1.	Bani Kodar	130	31	10	2	-	1	13	12	-	199
2.	Banki	116	38	2	2	-	1	11	9	-	179
3.	Dariyabad	114	35	7	2	2	1	9	8	-	178
4.	Deva	118	36	1	-	-	-	9	10	-	174
5.	Fatehpur	140	44	5	2	1	-	2	11	-	205
6.	Haidargarh	132	34	10	-	-	-	9	9	-	194
7.	Harakh	124	44	3	2	1	1	2	8	-	185
8.	Masauli	92	36	3	2	-	3	11	8	-	155
9.	Mavai	92	26	-	-	-	-	8	8	-	134
10.	Nindura	113	34	7	2	-	-	10	9	-	175
11.	Pure Dalai	71	19	20	4	-	-	14	7	-	135
12.	Ramnagar	117	34	22	11	1	1	3	8	1	198
13.	Rudauli	140	33	7	3	-	1	5	10	-	199
14.	Sidhor	140	39	22	8	-	-	1	10	-	220
15.	Sirouli Gauspur	104	34	8	7	4	1	5	8	-	171
16.	Surat Ganj	134	42	34	14	-	-	5	12	-	241
17.	Trivedi Ganj	121	39	5	1	1	1	4	7	-	179
18.	Nagar.Kshetra	24	6	-	-	-	-	9	4	-	43
Total		2022	604	166	62	10	11	130	158	1	3164
No. of Sample Schools		101	30	8	3	1	1	7	8	1	160
% of Sample Schools		4.99	4.97	4.76	4.84	10	9.09	5.38	5.06	100	5.06

Source: SSA Programme, BSA, District Barabanki, and U.P.

The sample for survey in primary and upper primary schools was drawn on the basis of random sampling method. The sample primary and upper primary schools were taken from each of the 4 blocks and 1 urban area of the district. The entire sample consists of 101 primary and 30 upper primary schools. 8 EGS, 3 AIE, 1 Madarsa and 7 NRBC, 1 RBC Centre and 1 KGBV. The detail sample size has been shown in Table 1.2. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer using SPSS package.

Table 1.2: No. of Sample Schools in Barabanki District

Sl. No.	Name of Blocks	Primary Schools	Upper Primary	NPEGEL	EGS	AIE	Madarsa	KGBV	Bridge course		Total
									RBC	NRBC	
1.	Haidergarh	132	34	9	10	-	-	-	9	194	(24.32) (24.59)
	%age Schools/Centre	(26.14)	(23.78)	(23.08)	(23.81)				2	2	(28.57) (24.53)
	Sample no of Schools	26	7	2	2					39	
	%age Schools/Centre	(25.74)	(23.33)	(25.00)	(25.00)						
2.	Masauli	92	36	8	3	2	-	3	11	155	
	%age Schools/Centre	(18.22)	(25.17)	(20.51)	(7.14)	(12.50)		(60.00)	(29.73)	(19.64)	
	Sample no of Schools	19	8	2	1	-		1	2	33	
	%age Schools/Centre	(18.81)	(26.67)	(25.00)	(12.50)	-		(100.00)	(28.57)	(20.75)	
3.	Ram Nagar	117	34	8	22	11	1	1	3	198	
	%age Schools/Centre	(23.17)	(23.78)	(20.51)	(52.38)	(68.75)	(100)	(100)	(8.11)	(25.09)	
	Sample no of Schools	23	7	2	4	2	1	1	1	40	
	%age Schools/Centre	(22.72)	(23.33)	(25.64)	(50.00)	(66.67)	(100)	(100)	-	(14.29)	(25.16)
4.	Rudauli	140	33	10	7	3	-	-	5	199	
	%age Schools/Centre	(27.87)	(23.08)	(25.00)	(16.67)	(18.75)			(13.51)	(25.22)	
	Sample no of Schools	28	7	2	1	1			1	40	
	%age Schools/Centre	(27.72)	(23.33)	(25.00)	(12.50)	(33.33)			(14.29)	(25.16)	
5.	Nagar Kshetra	24	6	4	-	-	-	-	9	43	
	%age Schools/Centre	(4.75)	(4.20)	(10.26)	-	-			(24.32)	(5.45)	
	Sample no of Schools	5	1	-					1	7	
	%age Schools/Centre	(4.95)	(3.33)						(14.29)	(4.40)	
	Total	506	143	39	42	16	1	1	5	37	789
	%age Schools/Centre	(100)	(100.00)	(100.00)	(100.00)	(100.00)	(100)	(100)	(100.00)	(100.00)	(100)
	Sample no of Schools	101	30	8	8	3	1	1	1	7	160
	%age Schools/Centre	(100)	(100.00)	(100.00)	(100.00)	(100.00)	(100)	(100)	(100.00)	(100.00)	(100)

Source: Field Survey, SSA Programme, District Barabanki, U.P.

Apart from the above, 8 NPEGEL Centres out of 158 running upper primary schools of the district have also been covered in the sample.

The other information relating to the functioning and progress of SSA Programme in the district have also been collected from SPD Office at the state level and from the office of the District Basic Shiksha Adhikari.

The following Table 1.3 provides the distance-wise break-up of the sample primary and upper primary schools from BRCs and NRPCs of the district.

Table 1.3: Distance of Sample Schools from B.R.C./ N.P.R.C.

Sl. No	Distance	Primary School	Upper Primary School	Total
1	BRCC			
	a. Within 3 KM	11 (10.89)	2 (6.67)	13 (9.92)
	b. 3 to 5 KM	6 (5.94)	5 (16.67)	11 (8.40)
	c. 5 to 8 KM	32 (31.68)	6 (20.00)	38 (29.01)
	d. Above 8 KM	52 (51.49)	17 (56.67)	69 (52.67)
	Total	101 (100.00)	30 (100.00)	131 (100.00)
2	NPRC			
	a. Within 3 KM	29 (28.71)	10 (33.33)	39 (29.77)
	b. 3 to 5 KM	35 (34.65)	11 (36.67)	46 (35.11)
	c. 5 to 8 KM	21 (20.79)	5 (16.67)	26 (19.85)
	d. above 8 KM	16 (15.84)	4 (13.33)	20 (15.27)
	Total	101 (100.00)	30 (100.00)	131 (100.00)

Source: Field Survey, SSA Programme, District Barabanki, U.P.

CHAPTER-II

EDUCATIONAL PROFILE OF BARABANKI DISTRICT

2.1. Introduction:

The district Barabanki is situated about 29 Kms. in the East direction of Lucknow the Capital of Uttar Pradesh. This district being one of the four districts of Faizabad division, is located in the heart of Awadh region and it lies between Latitudes 26° 30' North and 27° 19' North and Longitudes 80° 58' East and 81° 55' East. District Barabanki is surrounded by district Faizabad in the East, districts Gonda and Bahraich in the North East, district Sitapur in the North West, district Lucknow in the West, district Rae Bareli in the South and district Sultanpur in the South East. The river Ghaghra forms the North Eastern Boundary separating Barabanki from Bahraich and Gonda.

According to the 1991 census the area of the district was 4401 sq. kms. The area is liable to vary from year to year due to the slightest change in the coarse of the river Ghaghra, because this slight variation makes a noticeable change in the overall area of the district. Barabanki district is accessible from every part of India by road and rail. The population of the district was 2,673,581 as per census 2001 in which male are 1,416,921 and Female are 1,256,660 (see the map).

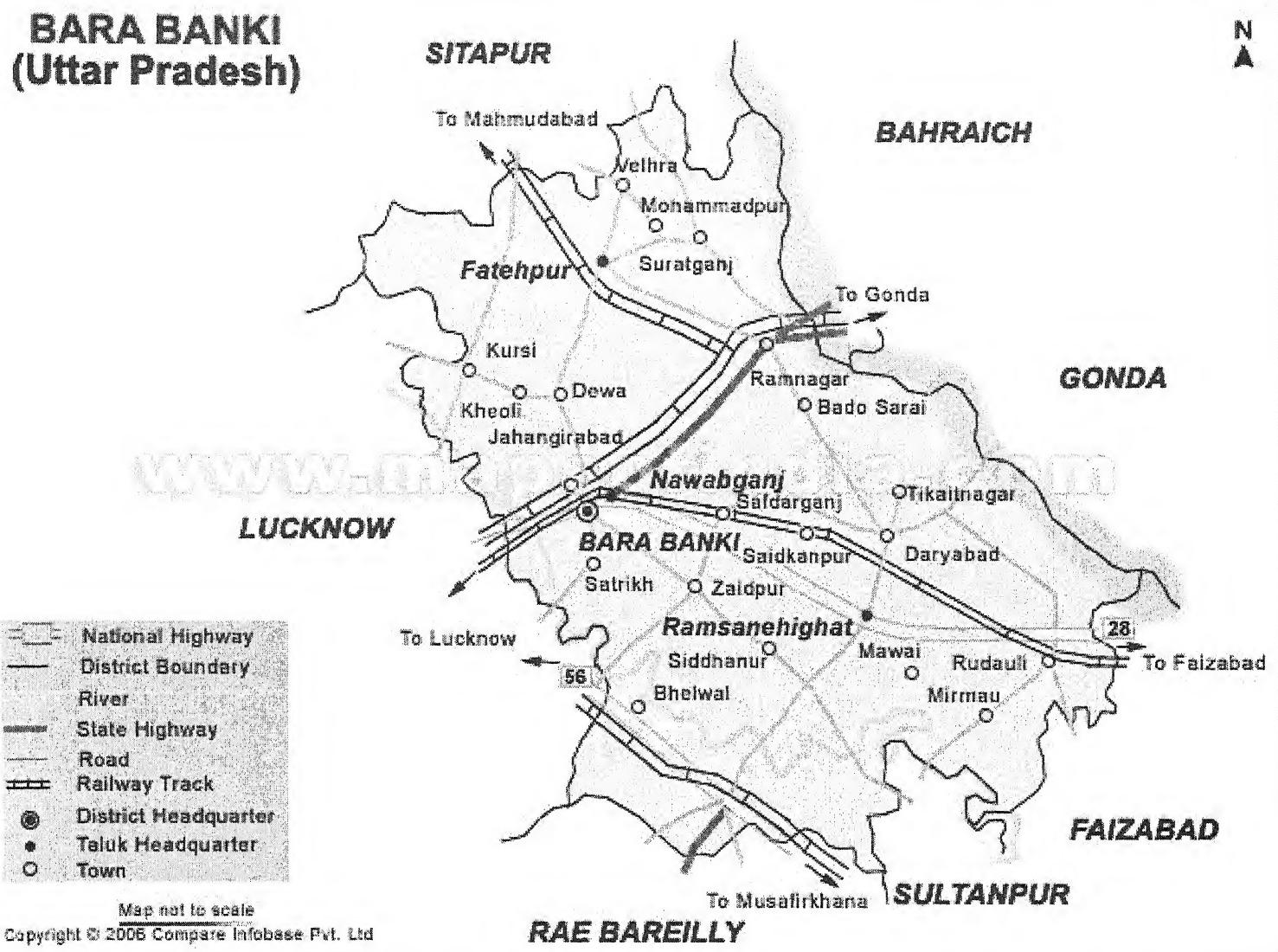
It is evident from Table-2.1 that there has been an increase in the literacy rate of the district from 31.1 per cent to 47.4 per cent over the years 1991 and 2001. There has been a marked increase in literacy rate of the district and it was found to be lower, 47.4 per cent than the State average, i.e. 56.3 per cent. The male literacy rate (58.8 per cent) is recorded to be the far higher as compared to the female literacy rate (34.3 per cent) in the district during the year 2001.

Table-2.1: Literacy Rate of Barabanki and UP

Sl. No.	Item	Uttar Pradesh		Barabanki District	
		1991	2001	1991	2001
1	People	40.7	56.3	31.1	47.4
2	Male	54.8	68.8	43.7	58.8
3	Female	24.4	42.2	16.0	34.3

Source: Census of India, 2001.

District Barabanki: Map



Source: mapsofindia.com

2.2. Status of Schools:

As per information available from the office of Basic Shikska Adhikari, Barabanki, there were 2506 primary and upper primary schools as on 31 March 2006. Out of these, 1962 were primary and 544 upper primary schools in the district. Total number of 120 (60 PS and 60 UPS) was sanctioned for the current financial year of 2006-07. All the sanctioned primary and upper primary schools were opened during this period as per reported by the BSA, Barabanki. Current status of PS and UPS in the district including newly opened schools indicates that there are 2626 schools of which 2022 are primary schools and 604 upper primary schools. (See in Table-2.2)

Table-2.2: Details about Opening of Schools:

SI. No.	Details	PS	UPS	Total
1	2	3	4	5
1	No. of Schools as on 31.03.06	1962	544	2506
2	No. of Schools Sanctioned in current financial year-2006-07	60	60	120
3	No. of Schools Opened in current financial year-2006-07	60	60	120
4	Current Status of School	2022	604	2626

Source: SSA Programme, BSA, District- Barabanki, U.P.

Major Findings

- Sanctioned primary and upper primary schools for the year 2006-07 have been opened during the same year.

2.3 Status of Teaching Staff:

The details about the teaching staff as presented in the Table-2.3 A and 2.3 B indicate that there were 5611 total sanctioned teachers for primary schools and 1357 sanctioned teachers for upper primary schools up to the financial year 2006-07. The actual appointment against the corresponding sanctioned number of primary and upper primary school teacher was found to be 5543 and 1297 teachers respectively. This indicated a difference of 68 teachers for primary and 60 for upper primary schools, which are still to be appointed in the district. The number of sanctioned teachers and the number of actual appointment in primary and upper primary schools in the district further indicated that in case of primary schools, more than 96.26 per cent are appointed against sanctioned in the category of headmasters, 100 per cent are appointed against sanctioned as assistant teachers and 99.66 per cent are appointed against as shiksha mitra. It is relevant to say that in case of primary schools, only 3.74

per cent posts are vacant against sanctioned in the category of headmasters, 0.34 per cent are vacant against sanctioned as Shiksha Mitra.

In case of upper primary schools 85.11 per cent appointed against sanctioned as headmasters and 100 per cent appointed against assistant teachers. The actual difference between appointment and sanctioned teachers indicated that 14.89 per cent posts are vacant for headmasters in the district.

Table-2.3 A: Details about Teachers in Primary Schools

Sl. No	Details	Sanctioned as on 31.03.06	Sanctioned during 2006-07	Total Sanction	Appt. against sanctioned	Different
1	2	3	4	5	6	7
1	Headmaster	1545	60	1605 (100)	1545 (96.26)	60 (3.74)
2	Assistant teachers	1660	-	1660 (100)	1660 (100)	-
3	Shiksha Mitra	2286	60	2346 (100)	2338 (99.66)	8 (0.34)
4	Total	5491	120	5611 (100)	5543 (98.79)	68 (1.21)

Source: SSA Programme, BSA, District- Barabanki, U.P.

Table-2.3 B: Details about Teachers Upper Primary Schools

Sl. No	Details	Sanctioned as on 31.03.06	Sanctioned during 2006-07	Total Sanction	Appt. against sanctioned	Different
1	2	3	4	5	6	7
1	Headmaster	343	60	403 (100)	343 (85.11)	60 (14.89)
2	Assistant teachers	954	-	954 (100)	954 (100)	-
4	Total	1297	60	1357(100)	1297 (95.58)	60 (4.42)

Source: SSA Programme, BSA, District- Barabanki, U.P.

Findings and Suggestion

- 98.79 per cent of sanctioned teachers are appointed at the primary school level and 95.58 per cent of the sanctioned teachers are appointed at the upper primary level.
- 1.21 per cent teachers for primary schools and 4.42 percent for upper primary schools are still to be appointed.

2.4. Recruitment of Teachers:

The information relating to the mode of recruitment of teachers in primary and upper primary schools in district Barabanki during 2006-07 as presented in Table-2.4 indicated that 254 appointments in primary schools were made. Out of total 202 appointed teachers at the DPO/Basic level, 52 shiksha mitra are appointed at the VEC level. As against this there were not a single teacher appointed at upper primary schools of district Barabanki during the year 2006-07.

Table-2.4: Mode of Recruitment of Teachers

Sl. No.	Details	Primary Schools				Upper Primary Schools			
		No. of Teachers Appointed in 2006- 07		Appt. at DPO/Ba sic Level	Appt. at VEC Level	No. of Teachers Appointed in 2006- 07		Appt. at DPO/Ba sic Level	Appt. At VEC Level
		Regular	Contract			Regular	Contract		
1	2	3	4	5	6	7	8	9	10
1	Headmaster	-	-	-	-	-	-	-	-
2	Assistant Teacher	202	-	202	-	-	-	-	-
3	Shiksha Mitra	-	52	-	52	-	-	-	-
4	Total	202	52	202	52	-	-	-	-

Source: SSA Programme, BSA, District- Barabanki, U.P.

2.5. Teachers' In Service Training:

In order to maintain teaching standard, there is a provision for in service training, but there is no any target has been fixed by the BSA, Barabanki.

Findings and Suggestions

- In service training was lacking.
- Teachers' needs to be provided in-service training.

2.6. Teachers' Orientation Training:

There was target has been fixed by the BSA, Barabanki for 240 shiksha mitra to participate in orientation training for the year 2006-07. The orientation training Programme, has been provided to 158 Shiksha Mitra till 31.10.06 and remaining 82 shiksha mitra had been left for this training (Table-2.5).

Table-2.5: Teachers' Orientation Training

Sl. No.	Details	Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on 31.10.06	Balance Left
1	2	3	4	5
1	Headmaster	-	-	-
2	Assistant teachers	-	-	-
3	Shiksha mitra	240	158	82
4	Total	240	158	82

Source: SSA Programme, BSA, District- Barabanki, U.P.

Findings and Suggestions

- Orientation training has not been provided to adequate number of teachers at primary school level.
- Orientation training needs to be given to larger number of primary schools teachers.

2.7: Teachers' Refresher Training:

There was target has been fixed by the BSA, Barabanki for 3313 assistant teachers and 1872 shiksha mitra from primary schools and 1503 assistant teachers from upper primary schools to participate in refresher training for the year 2006-07. The refresher training Programme, has been provided to 2747 assistant teachers and all 1872 Shiksha Mitra of primary schools till 31.10.06 and remaining 566 assistant teachers had been left for this training. In case of upper primary schools 1373 assistant teachers had been provided this training programme and 130 teachers had been left (Table-2.5).

Table-2.6: Teachers' Refresher Training

Sl. No.	Details	Primary Schools			Upper Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on 31.10.06	Balance Left	Target No. of teachers for training	No. of teachers provided training as on 31.10.06	Balance Left
1	2	3	4	5			
1	Headmaster	-	-	-	-	-	-
2	Assistant teachers	3313	2747	566	1503	1373	130
3	Shiksha mitra	1872	1872	-	-	-	-
4	Total	5158	4619	566	1503	1373	130

Source: SSA Programme, BSA, District- Barabanki, U.P.

2.8. Teachers Learning Material (TLM) Grant:

As per information given in Table-2.7, 6096 and 1176 teachers belonging to primary and upper primary schools respectively where found eligible to receive TLM grant during the financial year 2006-07. A total of Rs.30, 48,000.00 were given as TLM grant to all eligible primary schools teachers. Along with this, Rs. 5,88,000.00 was also given to upper primary school teachers. The date of release of TLM grant was 27.09.06, for both the primary and upper primary school teachers. All eligible teachers from primary and upper primary schools received TLM grant during the financial year 2006-07.

Table-2.7: Details about TLM Grant

Sl. No.	Details	Primary Schools	Upper Primary Schools
1	No. of teachers eligible to receive TLM grants in financial year 2006-07	6096	1176
2	Total grant sent by BSA to VECs accounts	30,48,000.00	5,88,000.00
3	Date of release of TLM Grant	27.09.06	27.09.06
4	No. of teachers covered	6096	1176

Source: SSA Programme, BSA, District- Barabanki, U.P.

2.9. Distribution of Text Books:

The Information regarding textbooks distribution (Table-2.8) indicated that books were distributed among 262045 children of primary schools of the district in the month of July 2006. Out of Total recipient students, 187652 were girls (71.61 per cent) and 74393 (28.39 per cent) were boys belonging to SC category. Apart from this, free textbooks have also been distributed among 121048 students of primary schools from state government funds.

In case of upper primary schools textbooks were distributed among 55888 students. Out of these 15335 (27.44 per cent) were boys belonging to SC category and 40553 (72.56 per cent) were girl students. Apart from this, free textbooks have also been distributed among 29953 students of upper primary schools from state government funds.

Table-2.8: Details about Text Books Distribution

Sl. No.	Details	Primary Schools			Upper Primary Schools		
		Total	SC Boys	Girls	Total	SC Boys	Girls
1	2	3	4	5	6	7	8
1	No. of children to whom free text books have been distributed	262045	74393	187652	55888	15335	40553
2	No. of children received free text books from SSA Programme	262045	74393	187652	55888	15335	40553
3	No. of children received free text books from State Govt. Funds	121048	-	-	29953	-	-
4	Actual date of text books distributed to the district level and to schools	Textbooks received by the district on 25 th June 2006, & distributed to the students in the month of July 2006.					

Source: SSA Programme, BSA, District- Barabanki, U.P.

2.10. Number of Children and their Enrolment in Schools:

A household Child-Survey was conducted during September 2006 in the district, for assessing the number of children in the age group of 6-11 and 11-14 years. In the age group of 6-11 years, total number of 11831 children were found. Out of these 52.07 per cent were boys and remaining 47.93 per cent were girls. The number

Table-2.9: Details of Children and their Enrolment in Schools

Age group of children		Total No of children as per household survey Sep.-2006	Total No of children enrollment as per 30.09. 2006
6-11 Years	Boys	6160 (52.07)	6060 (98.38) (52.90)
	Girls	5671 (47.93)	5396 (95.15) (47.10)
	Total	11831 (100)	11456 (96.83) (100)
11-14 Years	Boys	4736 (50.79)	3933 (83.15) (50.55)
	Girls	4589 (49.21)	3847 (83.83) (49.45)
	Total	9325 (100)	7788 (83.43) (100.00)

Source: SSA Programme, BSA, District- Barabanki, U.P.

of students in the age group of 11-14 years was recorded to be less than earlier group, i.e. 9325. These were 50.79 per cent boys and 49.21 per cent girls in total number of children in this age group.

These figures are presented in the Table-2.9, which further indicated that 96.83 per cent of total children of 6-11 years age group were enrolled in schools. In case of children falling in 11-14 years group, enrolment ranged from 83.15 per cent among boys to 83.83 per cent out of girls as on September 30, 2006.

Major Findings and Suggestion

- High enrollment of 6-11 years age children has been found in Barabanki district.
- However, the enrollment of girls as against the boys is relatively lower.
- Low enrollment of 11-14 years age children has been found in the district.
- Enrollment of 11-14 years age needs to be increased in Barabanki district.

2.11. Civil Works:

The construction of school buildings is in progress for primary and upper primary schools. It has been shown in Table-2.10. The available information indicates that construction of 60 new primary schools and 60 upper primary schools was sanctioned for the financial year 2006-07 in the district. It has been reported that 16 primary and 10 upper primary schools were completed, 44 primary and 50 upper primary schools were reported in progress. Apart from this, the sanction has been given for additional 1830 rooms in existing primary schools and 77 for upper primary schools in the financial year 2006-07. The work had been completed of 149 rooms in primary

Table-2.10: **Status of Civil Work Sanctioned for the Financial Year 2006-07**

Sl. No.	Construction	Sanction (No)	Progress in Nos.			Reason for Work not started till 30.09.2006
			Completed	Work in progress	Work not started	
1	2	3	4	5	6	7
1	New Primary Schools	60	16	44	-	-
2	New Upper Primary Schools	60	10	50	-	-
3	Additional Rooms for Primary Schools	1830	149	1681	-	-
4	Additional Rooms for UPS	77	13	64	-	-

Source: SSA Programme, BSA, District- Barabanki, U.P.

schools and 13 rooms in upper primary schools. The work had been reported as in progress of 1681 rooms in primary schools and 64 rooms in upper primary schools.

The technical supervision of civil works of primary and upper primary schools is done by the Junior Engineers of District BSA office (specially appointed for Sarva Shiksha Abhiyan), but the proper technical guidance during the construction is not provided by these JEs in some places as reported by the school teachers.

Major Findings and Suggestion

- The adequate technical support from the JEs is not being provided. The involvement of private construction agencies needs to be explored.
- The involvement of teachers (specially teachers union leaders) in such activities needs to be minimized.

The information relating to the drinking water and toilet facilities in the primary and upper primary schools of the district was not made available by the BSA, Barabanki.

2.12. School Grants:

The details as presented in Table-2.11 indicate that the grant of 2566 primary and upper primary schools was approved for the year 2006-07. Out of total schools received the grants for the year 2006-07, 1933 were primary and 633 upper primary schools. In case of 1902 primary schools and 489 upper primary schools of the district, the funds have also been released. The total released amount was Rs. 47.82 lakhs.

Table-2.11: Details about School Grants

Sl. No.	Details	PS	UPS	Total
1	No. of schools to whom grants approved in 2006-07	1933	633	2566
2	No. of schools to whom funds have been released	1902	489	2391
3	Date of release the grant to VEC accounts	30.05.06	30.05.06	-
4	Released amount (Rs. In lakhs)	38.04	9.78	47.82
5	Amount utilized by VECs up to 30.10.06 (Rs. In lakhs)	20.56	5.68	47.82
6	Has the BSA made centralized purchased for school out of grant? (Yes-1 / No-2)	2	2	2
7	If yes	-	-	-
	a. For What purpose	-	-	-
	b. Amount utilized (Rs. In lakhs)	-	-	-

Source: SSA Programme, BSA, District- Barabanki, U.P.

Out of this, Rs. 38.04 Lakhs was for the primary schools and Rs 9.78 lakhs for the upper primary schools. The details regarding utilization till January 2007 is also presented in this table, it is Rs. 20.56 lakhs in primary and Rs. 5.68 lakhs in upper primary schools. There was no centralized purchase for schools from this grant by the BSA.

2.13. Education Guarantee Scheme (EGS)/Alternative and Innovative Education (AIE) Centres:

There has been a sanction of 272 EGS/AIE centers during the financial year 2005-06 in Barabanki district. Out of these 238 EGS/AIE centers were in position during that period as reported by the BSA, Brabanki. Besides this, 272 EGS/AIE centers were sanctioned during the financial year 2006-07. Table-2.12 contains this information indicates that 238 Centres were reported in position as against 272, which are sanctioned during current financial year. Thus, there are 238 EGS/AIE centers reported in position in Barabanki.

Table-2.12: Details about EGS/AIE Centres

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of EGS/AIE centers as on 31.03.2006	272	238(87.5)
2	No. of EGS/AIE centers in the financial year 2006-07	272	238 (87.5)
3	No. of EGS/AIE centers to be upgraded in the financial year 2006-07	7	6
4	No. of teachers sanctioned for new upgraded primary schools	6 Shiksha Mitra	6 Shiksha Mitra

Source: SSA Programme, BSA, District- Barabanki, U.P.

2.14 Students Enrollment in the EGS/AIE Centres:

The information regarding enrolment status in EGS/AIE centers of Barabanki district as presented in Table-2.13 indicated that there was no target have been fixed in the district. There were 7027 children enrolled in EGS/AIE centres, out of the total enrolled children, 1636 (23.28 per cent) belonged to the scheduled caste, 2797 (39.80 per cent) to the OBC, 1216 (17.31 per cent) to minority and 1378 (19.61 per cent) to the other (general BPL) category of population.

Table-2.13: Details about Children's Enrollment in the EGS/AIE Centres

Sl. No.	Social Group	Target for 2006-07	Enrolled as on 30.09.2006	Difference
1	2	3	4	5
1	SC	-	1636 (23.28)	-
2	ST	-	-	-
3	OBC	-	2797 (39.80)	-
4	Minority	-	1216 (17.31)	-
5	Others	-	1378 (19.61)	-
6	Total	-	7027 (100)	-

Source: SSA Programme, BSA, District- Barabanki, U.P.

2.15. Training to the Education Volunteers (EVs):

There were 238 EVs reported to be working in the district of Barabanki and all of them are trained. All the EVs have received Inductional Refresher Training, which is imparted for 15 days during the year 2006-07. They have been given training by DIET. The training provided to the EVs is found to be sufficient as per standard laid down by SPO. It was reported that all the trainees have been given academic support by BRC/NPRC.

2.16. Educational Qualification of Education Volunteers (EVs):

Out of 238 EVs, 153 have qualification at the level of high school 57 EVs had qualification up to intermediate and remaining 28 had graduate and above (Table-2.14).

Table-2.14: Educational Qualification of Education Volunteers

Sl. No.	Educational Qualification	Numbers
1	High School	153 (64.29)
2	Intermediate	57 (23.95)
3	Graduates and above	28 (11.76)
4	Total	238 (100)

Source: SSA Programme, BSA, District- Barabanki, U.P.

All the EGS/AIE centers running in the district have a coordinator who has been oriented. The monitoring of existing EGS centers is done through a format supplied at the district level by SPO.

2.17. Children Mainstreamed From EGS/AIE Centres:

There were 1969 children mainstreamed from EGS/AIE centers as on 30.09.2006 in the current financial year 2006-07. All 1969 children were mainstreamed in the government schools of the district (Table-2.15). Free books for all subjects were distributed to the children of EGS/AIE centers. The district level information provided by the BSA shows that Textbooks were being used in all the centers.

Table-2.15: Children Mainstreamed From EGS/AIE Centres

Sl. No.	Details	Numbers	Remarks/ Problems
1	No. of children actually mainstreamed from EGS/AIE centers as on 30.09.2006 in the current financial year 2006-07	1969	-
2	Details of the last academic year 2005-06	-	-
	1. Mainstreaming in private schools	-	-
	2. Mainstreaming in Govt. aided schools	-	-
	3. Mainstreaming in Govt. schools	1969	-

Source: SSA Programme, BSA, District- Barabanki, U.P.

Findings

- Mainstreaming has been done in govt. schools in all cases as reported by the BSA, Barabanki.

2.18. BRC/NPRC:

The details of BRC and NRPCs in case of Barabanki district have been presented Table-2.16. There were 17 BRCs and 154 NRPCs recorded during the financial year 2006-07. Along with this, there were 17 BRC coordinators and 17 assistant coordinators has been sanctioned and duly appointed. In case of NRPCs having 146 coordinators in position against the sanctioned 154 in the district.

Table-2.16: Details about BRC/NPRC

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of BRC centers as on 31.03.06	17	17
2	No. of NRPC centers as on 31.03.06	154	154
3	No. of BRC centers in the financial year 2006-07	17	17
4	No. of NRPC centers in the financial year 2006-07	154	154
5	Details of staff in BRC: a. Coordinators b. Asst. Coordinator C. Others	17 17 -	17 17 -
6	Details of staff in NRPC: Coordinators	154	146

Source: SSA Programme, BSA, District- Barabanki, U.P.

2.19. Children With Special Needs (CWSN):

There were 5560 CWSN children identified in the district during the financial year 2006-07. In which 3412 (61.37 per cent) were boys and 2148 (38.63 per cent) were girls. There were only 435 CWSN children (267 boys and 168 girls) who have been provided with aids and appliances during the financial year 2006-07. There were one resource teacher among 3412 boys and 2 resource teachers were provided for 2148 girls (Table-2.17). There were 27 itinerant teachers for boys and girls were identified. Apart from these, there was one district coordinator for IED had appointed and she was given not given the opportunity of orientation for the same, and also she was not given the opportunity to participate in any capacity building programme at the state level. There were 1863 schools in the district where ramps were constructed. Out of these, 1518 ramps were in primary schools and 345 ramps in upper primary schools. The counseling was given to only 332 parents of CWSN children during current financial year of 2006-07.

Table-2.17: Children With Special Needs (CWSN)

Sl.No.	Details	Boys	Girls	Total
1	No. of CWSN children identified in financial year 2006-07	3412	2148	5560
2	No. of children who have been provided with aids and appliances in financial year 2006-07	267	168	435
3	No. of resource teachers identified	1	2	3
4	No. of Itinerant teachers identified	-	-	27

Source: SSA Programme, BSA, District- Barabanki, U.P.

Findings and Suggestions

- Large number of parents needs to be counseled about CWSN.
- The large number of students required to be provided with aids and appliances those are belong to the category of CWSN.

2.20. National Programme for Education of Girls at Elementary Level (NPEGEL):

As per details available in this respect, which are presented in Table-2.18, there is a target of 158 model school clusters for the year 2006-07. All these school clusters, popularly known as **Meena Manch** were made functional in the district as on 31.01.07. All the clusters were provided with the drinking water and toilet facilities not a single school.

Table-2.18: National Programme for Educational of Girls at Elementary Level (NPEGEL)

Sl. No.	Details of Facilities	Target for 2006-07	Made functional as on 31.01.2007	Difference
1	2	3	4	5
1	Number of model schools clusters	158	158	-
2	No. of additional class rooms to be aided.	82	-	82
3	No of model clusters with drinking water	158	158	-
4	No of model clusters with toilet facility	158	158	-
5	No of model clusters with electrification	158	50	108
6	Quantum of funds to be released	39293600	33014750	6278850
7	No. of ECCE centers operational under Innovation Head funds	-	170	-
8	No. of ECCE centers operational under NPEGEL	-	-	-

Source: SSA Programme, BSA, District- Lucknow, U.P.

were added with additional class rooms and only 50 schools had electrification as the data provided by the BSA office. Rs. 3,30,14,750.00 had been released against the target of Rs. 3,92,93,600.00 for Meena Manch.

Appointment of a gender coordinator is sanctioned in the district and is in position. A monitoring system to check the progresses in girls' education interventions were implemented as reported by the BSA, district Barabanki, U.P.

Finding and Suggestion

- NPEGEL programme was running in the district, but it was not found good.

2.21. Kasturba Gandhi Balika Vidyalaya (KGBV):

The numbers of KGBVs sanctioned in the district were 2 in the year 2006-07 in the district. One was made functional with the efforts of DIET up to 30.09.06 in the district. Land has been identified as yet for this KGBV and the formalities for the construction for this KGBV have been completed.

The positions of 1 warden cum teacher, along with these 4 full time teachers, 3 part time teachers and 3 support staff (Accountant/Assistant, Peon cum Chaukidar and Cook) were sanctioned. Out of these, 1 warden cum teacher were appointed along with this, 3 full time teachers, 2 part time teachers and 2 support staff (Peon cum Chaukidar and Cook) were also in position. (Table-2.19). There were 84 students in these KGBV as reported by the BSA officials.

Table-2.19: Teaching and Other Staff in KGBV

Sl.No.	Staff	Sanctioned	In Position
1	Warden cum teachers	1	1
2	Full time teachers	4	3
3	Part time teachers	3	2
4	Support staff (accountant/assistant, peon, chowkidar and cook)	3	2

Source: SSA Programme, BSA, District- Barabanki, U.P.

Suggestion

- The possibility to open KGBVs in all the blocks and 1 urban area of the district needs to be given due consideration.
- Sanctioned KGBV should be open as early as possible.

2.22. Details about District Information System for Education (DISE) / Educational Monitoring and Information System (EMIS):

The district has EMIS with required computer and computer operator. The data formats have been supplied late to all the schools. The data collected and compiled are being regularly sent to the State Project Director as reported by the BSA. The BRC coordinators have not been entrusted with the task to verify 5 percent of the data collected in the district. CRC/BRC coordinators of the district have been trained for this

work. The training was organized for CRC/BRC coordinators in the district in the month of September 2006.

Finding

- Evaluator has found coordination among district coordinators, MIS incharge and clerical staff of BSA.

2.23. Functioning of Village / Ward Education Committees (VEC / WEC):

There are 1140 village/ward level education committees in the district where 60 per cent members of VEC were oriented with required training.

2.24. Staffing at District Level SSA Office:

The district has full-fledged staffing for running SSA programme. The position of Expert BSA, AAO, DC-5, Accountant, Steno, Computer Operators, Assistant Engineer, 10 Junior Engineers and MIS incharge were sanctioned and duly appointed in Barabanki district. One DC and one JE were not found in position

Table-2.20: Details about District Level Officials

Sl. No.	Name of the post category wise under SSA in district office	Numbers	
		Sanctioned	In Position
1	Expert BSA	1	1
2	AAO	1	1
3	DC	5	4
4	Accountant	1	1
5	Computer Operator	1	1
6	EMIS Incharge	1	1
7	Clerk/office assistant	1	1
8	Assistant Engineer	1	1
9	Junior Engineer	10	9
10	Steno	1	1
11	Driver	1	1
12	Peon	3	3

Source: SSA Programme, BSA, District- Barabanki, U.P.

CHAPTER III

INFRASTRUCTURAL FACILITIES IN SCHOOLS

3.1 Establishment and Construction of Primary Schools:

Out of total sample schools, about 76 per cent have been established before ten years. 86.14 per cent primary schools and 43.33 per cent upper primary schools were established ten years back or even before. On an average, rest of the 24 per cent sample schools were established within 10 years. As against this, about 39 per cent schools were constructed within last 10 year. In case of primary and upper primary schools, around 31 per cent and 57 per cent schools have been constructed during last 10 years in Barabanki district.

Table 3.1: Year of Establishment and Construction

Sl. No.	Period	Primary School		Upper Primary School		All School	
		Est.	Cons.	Est.	Cons.	Est.	Cons.
1	Less 2 year (2006-07 to 2004-05)	4 (3.96)	7 (6.93)	12 (40.00)	14 (46.67)	16 (12.21)	21 (16.03)
2.	2 Years to 5 years (2003-04 to 2001-02)	6 (5.94)	15 (14.85)	1 (3.33)	1 (3.33)	7 (5.34)	16 (12.21)
3.	5 years to 10 year (2000-01 to 1996-97)	4 (3.96)	9 (8.91)	4 (13.33)	5 (16.67)	8 (6.11)	14 (10.69)
4.	10 year + (Before 1995-06)	87 (86.14)	70 (69.31)	13 (43.33)	10 (33.33)	100 (76.34)	80 (61.07)
	No. of Total Schools	101 (100.00)	101 (100.00)	30 (100.00)	30 (100.00)	131 (100.00)	131 (100.00)

Source: Field Survey, SSA Programme, District Barabanki, U.P.

Findings and Suggestions

- Most of the primary schools (86.14 per cent) were established before ten years and construction of 69.31 per cent of total primary schools was done before ten years.
- In case of upper primary schools, 43.33 per cent schools have been established before ten years and 33.33 per cent of them were constructed before ten years.
- This shows the most of the constructions were for completing backlogs.
- More emphasis is required not only on the establishment of new schools and subsequently their construction, but also require teachers for quality education.

3.2 Availability and Utilization of Classrooms:

Availability of classrooms and their utilization is presented in Table 3.2, which shows that maximum 9 rooms available only in 2 primary school out of 101 sample schools in the district of Barabanki. But the use of school rooms as classroom is recorded to be 7 as maximum only in one sample primary school of the district. The availability of three rooms is found in maximum number (38) of sample primary schools constituting 37.62 per cent. But at the same time use of three rooms for classrooms are recorded 24.75 per cent in 101 samples of primary schools. The availability of two rooms in primary schools is seen only in case of 1 school, constituting 0.99 per cent of the sample. But the use of two rooms for class teaching is found in maximum 49

Table 3.2: Availability and utilization of Classrooms

Availability of Rooms	Primary Schools		Upper Primary Schools	
	No. of Schools	No. of Schools with use of Class rooms	No. of Schools	No. of Schools with use of Class rooms
00	1 (0.99)	1 (0.99)	0 (0.00)	1 (3.33)
01	2 (1.98)	2 (1.98)	0 (0.00)	0 (0.00)
02	1 (0.99)	49 (48.51)	0 (0.00)	3 (10.00)
03	38 (37.62)	25 (24.75)	0 (0.00)	20 (66.67)
04	28 (27.72)	15 (14.85)	14 (46.67)	2 (6.67)
05	13 (12.87)	8 (7.92)	6 (20.00)	1 (3.33)
06	11 (10.89)	0 (0.00)	1 (3.33)	3 (10.00)
07	4 (3.96)	1 (0.99)	4 (13.33)	0 (0.00)
08	1 (0.99)	0 (0.00)	3 (10.00)	0 (0.00)
09	2 (1.98)	0 (0.00)	1 (3.33)	0 (0.00)
12	0 (0.00)	0 (0.00)	1 (3.33)	0 (0.00)
No. of Total Schools	101 (100.00)	101 (100.00)	30 (100.00)	30 (100.00)

Source: Field Survey, SSA Programme, District Barabanki, U.P.

schools covering 48.51 per cent. The availability of four rooms in 28 schools, five in 13 schools, six in 11 schools, 7 in 4 schools, but the use of these for classrooms is recorded quite low as is evident from Table 3.2.

In case of upper primary schools, a maximum of 12 rooms is recorded in 1 school out of existing 30 sample schools. The 9 rooms are also found in 1 school. The number of rooms for classroom teaching ranged from 3 to 6, but the only one school used 1 room as class room. A maximum of 46.47 per cent sample schools have 4 rooms for teaching. Rest of the 20.00, 3.33, 13.33 and 10.00 per cent schools have 4, 5, 6 and 7 rooms, respectively for class room teaching.

Findings and Suggestions

- The maximum no. of 38 (37.62 per cent) of the sample primary have 3 rooms and 14(46.67 per cent) upper primary schools have 4 rooms available.
- But 24.75 per cent primary schools use three rooms and 66.67 per cent upper primary schools use three rooms for classroom teaching.
- In view of this, more existing rooms in schools should be used for teaching.

3.3 Availability of Infrastructure in Schools:

In case of sample primary schools only 14.85 per cent school have boundaries. But the availability of playground is recorded 47.52 per cent in primary schools. Sports items are also found in 58.42 per cent primary schools. The availability of mats, furniture and blackboard in classrooms is found to be good, i.e. 96.04 per cent. Despite the availability of sports items, their use is found only in 57.43 per cent schools. Around 90 per cent primary schools have verandah in the school building. Majority of the schools (83.17 per cent) have one verandah and 6.93 per cent have more than one (Table 3.3).

As against primary schools, a higher percentage of sample upper primary schools have boundary (30 per cent) and playground is available in 63.33 per cent schools. The availability of sports items is found in 63.33 per cent upper primary schools. In the schools having with sports items their use is confined to 56.67 per cent. The availability of mats and furniture is (93.33 per cent) in upper primary schools. The blackboards are found in 96.67 per cent schools. There were 60 per cent upper primary schools have verandah and 53.33 per cent upper primary schools have single verandah. Only 6.67 per cent upper primary schools are having more than one verandah.

Table 3.3: Availability of Infrastructure in Schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
Play ground	48 (47.52)	53 (52.48)	19 (63.33)	11 (36.67)	67 (51.15)	64 (48.85)
Boundaries	15 (14.85)	86 (85.15)	9 (30.00)	21 (70.00)	24 (18.32)	107 (81.68)
Availability of Sport Items	59 (58.42)	42 (41.58)	19 (63.33)	11 (36.67)	78 (59.54)	53 (40.46)
Proper availability of Mats/Furniture	97 (96.04)	4 (3.96)	28 (93.33)	2 (6.67)	125 (95.42)	6 (4.58)
Black Board in Class Rooms	97 (96.04)	4 (3.96)	29 (96.67)	1 (3.33)	126 (96.18)	5 (3.82)
Use of Sport Items	58 (57.43)	43 (42.57)	17 (56.67)	13 (43.33)	75 (57.25)	56 (42.75)
Schools without Varandah		10 (9.90)		12 (40.00)		22 (16.79)
Schools with one Varandah		84 (83.17)		16 (53.33)		100 (76.34)
Schools with More than one Varandah		7 (6.93)		2 (6.67)		9 (6.87)

Source: Field Survey, SSA Programme, District Barabanki, U.P.

Findings and Suggestions

- About 51 per cent schools have play ground.
- Only 18.32 per cent schools are with boundary walls.
- 59.54 per cent schools have sports items.
- The available sports items are used by students are only in 57.25 per cent schools.
- 95.42 per cent schools have mats and furniture.
- 96.18 per cent schools have blackboards in classroom.
- 16.79 per cent schools are without Verandah.
- 76.34 per cent schools have at least one Verandah in the campus.
- Only 6.87 per cent schools have more than one Verandah.
- Construction of school boundaries should be taken up on priority basis as per norms.
- Playground should be available in all schools.

3.4 Availability of Drinking Water:

96.04 per cent primary schools in the sample have drinking water facility and 83.33 per cent upper primary schools are found with this facility. Out of existing drinking water facilities, about 31 per cent PS have been arranged through Swajaldhara, 27.84

per cent from SSA and 41.24 per cent other sources. In case of upper primary schools 28 per cent schools have drinking water facility from Swajaldhara, 36 per cent from SSA and 36 per cent from other sources.

Table 3.4: Drinking Water Facility

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
Facility available	97 (96.04)	4 (3.96)	25 (83.33)	5 (16.67)	122 (93.13)	9 (6.87)
Scheme	Swajaldhara	SSA	Others (various Nidhi)	Swajaldhara	SSA	Others (various Nidhi)
Drinking Water	30 (30.93)	27 (27.84)	41 (41.24)	7 (28.00)	9 (36.00)	9 (36.00)
					37 (30.33)	36 (29.51)
						49 (40.16)

Source: Field survey, SSA programme, District Barabanki, U.P.

Findings and Suggestions

- The availability of drinking water facility is 96 per cent in Primary Schools and 83.33 per cent in Upper Primary School.
- The convergence of drinking water facility with Swajaldhara has been 30.33 per cent.
- 29.51 per cent funding of drinking water facility is done through SSA.
- The drinking water facility should be made available in all primary and upper primary schools.

3.5 Toilet Facility:

The toilet facilities are available to, around 81 per cent boys and around 76 per cent girls, at the primary school level. At the upper primary level, the availability of toilet for both (boys and girls) are 66.67 per cent. The available toilet facility is provided through SSA for 18.18 per cent sample schools at upper primary level and for about 53 per cent schools at the primary level. There are 15.66 per cent and 50 per cent facilities are made available through Total Sanitation Programme at primary school level and upper primary school level, respectively. Around 31 per cent and 32 per cent PS and UPS respectively provided toilet facility through other sources.

Table-3.5: Toilet Facility

Particulars	Primary Schools				Upper Primary Schools			
	Boys		Girls		Boys		Girls	
	Yes	No	Yes	No	Yes	No	Yes	No
Facility available	82 (81.19)	19 (18.81)	77 (76.24)	24 (23.76)	20 (66.67)	10 (33.33)	20 (66.67)	10 (33.33)
Scheme	TSS	SSA	Other		TSS	SSA	Others	
Toilet	13 (15.66)	44 (53.01)	26 (31.33)		11 (50.00)	4 (18.18)	7 (31.82)	

Source: Field survey, SSA programme, District Barabanki, U.P.

Findings and Suggestions:

- Toilet facilities are available, around 81 per cent for boys and around 76 per cent for girls at primary level.
- At upper primary level, the toilet facilities having 66.67 per cent for both boys and girls.
- For providing the facility, the TSP convergence should be utilized, as it is relatively low at present.

In course of survey it is revealed that many existing toilets are not in use because of multiple reasons. Around 20 per cent existing toilet facilities are not in use at primary and upper primary schools. These are on account of improper maintenance of toilet facilities.

Table 3.6: Reason for Non-use of Toilets

Reasons	Primary	Upper Primary	Total
Toilets always Locked	5 (29.41)	0 (0.00)	5 (23.81)
Shock pit Filled	1 (5.88)	2 (50.00)	3 (14.29)
Door and Seats has Creaked	5 (29.41)	0 (0.00)	5 (23.81)
Others	6 (35.29)	2 (50.00)	8 (38.10)
Total	17 (100.00)	4 (100.00)	21 (100.00)

Source: Field survey, SSA programme, District Barabanki, U.P

Findings and Suggestions

- The toilet facilities are not used in 20.48 per cent of primary and in 20 per cent of upper primary schools.
- 20 per cent schools of the district, in which toilet facilities are not in use.
- This calls for additional provision of toilet facilities and the maintenance of existing facilities.

3.6 School Environment:

Around 91 per cent primary and upper schools have good atmosphere and 95.42 per cent school students are satisfied with proper ventilation in the classrooms. In 74.81 per cent schools at the primary and upper primary levels, proper space for students sitting is reported. But the health facilities are reported to be provided during the last six months only in 12 per cent sample schools.

Table No. 3.7: Environment at the schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
School with good atmosphere	89 (88.12)	12 (11.88)	30 (100.00)	0 (0.00)	119 (90.84)	12 (9.16)
Proper ventilation in Classrooms	95 (94.06)	6 (5.94)	30 (100.00)	0 (0.00)	125 (95.42)	6 (4.58)
Proper Space in Class room for sitting to student	72 (71.29)	29 (28.71)	26 (86.67)	4 (13.33)	98 (74.81)	33 (25.19)
Schools provided health facilities last 6 month	15 (14.85)	86 (85.15)	1 (3.33)	29 (96.67)	16 (12.21)	115 (87.79)

Source: Field survey, SSA programme, District Barabanki, U.P

Findings and Suggestions

- Overall school environment is found to be good but provision of health facilities in school is not attended properly. This should be taken up more frequently.

3.7 Condition of School Building:

Survey results indicate 4.58 per cent school buildings are in bad condition. In case of upper primary schools, 3.33 per cent school buildings are in bad shape and in the primary schools, it is 4.95 per cent.

Table 3.8: Condition of School Building

Sl. No.	Type of Schools	Good	Satisfactory	Bad	Total
1	Primary School	26 (25.74)	70 (69.31)	5 (4.95)	101 (100.00)
2	Upper Primary School	13 (43.33)	16 (53.33)	1 (3.33)	30 (100.00)
	Total	39 (29.77)	86 (65.65)	6 (4.58)	131 (100.00)

Source: Field survey, SSA programme, District Barabanki, U.P.

Findings and Suggestions

- Around 3 per cent upper primary school buildings are in bad shape.
- Around 5 per cent primary school buildings are also like this.
- In view of this special provision of repairs should be made to consider the students' safety.

3.8 Reasons for Bad Condition:

On an average, in 6 (5 per cent) cases out of sample primary and upper schools, which are in bad conditions, quality of construction is not found good as cracks are developed in roofs in 1 (20 per cent) and cracked plaster is 1 (20 per cent) in primary schools. In 1 (20 per cent) primary school is without doors and windows. In 2 (40 per cent) primary and 1 upper primary schools have other reasons also.

Table 3.9: Reasons for bad Condition

Type of Schools	Cracked Roof	Cracked plasters	Non Availability of Doors/Windows	Others	Total
Primary School	1 (20.00)	1 (20.00)	1 (20.00)	2 (40.00)	5 (100.00)
Upper Primary School	0 (0.00)	0 (0.00)	0 (0.00)	1 (100.00)	1 (100.00)
Total	1 (16.67)	1 (16.67)	1 (16.67)	3 (50.00)	6 (100.00)

Source: Field survey, SSA programme, District Barabanki, U.P

Findings and Suggestions

- In 5 per cent out of total primary schools, which are in bad conditions, there are cracks in roof and in 20 per cent developed cracks in plasters also 20 per cent. This may cause accidents. In view of this, the repair work should be taken up at the earliest.

CHAPTER IV

TEACHER TRAINING AND ENROLMENT

4.1 In Position Teachers and Attendance:

The survey and its results have shown a gap between sanctioned number of teacher and actual working teachers in the sample primary schools of Barabanki. The average number of sanctioned teachers turns out to be around 5 in each primary school. The average number of sanctioned Head Master, Assistant Teachers and Shiksha Mitra is 1, 1.94 and 1.86 respectively, in each category. But the average number of teachers holding position presently turns out to be lower than this as shown in Table 4.1.

Table 4.1: Teachers and Their Attendance in Primary School

Sl. No.	Particulars	Head Master	Assistant Teacher	Shiksha Mitra	Total
1	No. Of sanctioned teachers	101 (20.82)	196 (40.41)	188 (38.76)	485 (100.00)
2	Average No. Of Teachers Sanctioned Per School	1.00	1.94	1.86	4.80
3	No. Of Teachers Working In The Schools	87 (27.02)	54 (16.77)	181 (56.21)	322 (100.00)
4	Average No. Of Teachers Working Per Schools	0.86	0.53	1.79	3.19
5	No. Of Teachers Found Present On The Day Of Visit	78 (27.96)	37 (13.26)	164 (58.78)	279 (100.00)
6	Average No. Of Teachers Found Present On The Day Of Visit Per Schools	0.77	0.37	1.62	2.76
7	Reason Of Absenteeism	2 (22.22)	3 (17.65)	6 (35.29)	11 (25.58)
	A. Training				
	B. Sickness	3 (33.33)	3 (17.65)	1 (5.88)	7 (16.28)
	C. For Salary	0 (0.00)	1 (5.88)	3 (17.65)	4 (9.30)
	D. School Related Extra Work	1 (11.11)	1 (5.88)	1 (5.88)	3 (6.98)
	E. On Leave	3 (33.33)	4 (23.53)	3 (17.65)	10 (23.26)
	F. Others (Working in Board Examinations)	0 (0.00)	5 (29.41)	3 (17.65)	8 (18.60)
	Total	9 (100.00)	17 (100.00)	17 (100.00)	43 (100.00)
8	Habitual Absentee	1 (33.33)	1 (33.33)	1 (33.33)	3 (100.00)

Source: Field survey, SSA Programme, District Barabanki, U.P.

Average number of teachers found present on the day of visit is less than 1 teacher in each category except shiksha mitra (1.62). The main reason for absenteeism of the teachers' has been their involvement in training programmes (25.58 per cent). Apart from this, left absentees were absent due to sickness (16.28 per cent), busy in receiving salary (9.30 per cent), school related extra work (6.98 per cent), on leave (23.26 per cent) and others reasons contributes 18.60 per cent on the day of visit. Less than 1 per cent of the working teachers are found to be the habitual absentees in the district Barabanki.

Table-4.2: Teachers and Their Attendance in Upper Primary Schools

Sl. No.	Particulars	Head Master	Assistant Teacher	Total
1	No. of sanctioned teachers	30 (25.64)	87 (74.36)	117 (100.00)
2	Average No. of teachers sanctioned per schools	1.00	2.90	3.90
3	No. of teachers working in the schools	29 (28.43)	73 (71.57)	102 (100.00)
4	Average No. of teachers working per schools	0.97	2.43	3.40
5	No. of teachers found present on the day of visit	24 (32.43)	50 (67.57)	74 (100.00)
6	Average No. of teachers found present on the day of visit per schools	0.80	1.67	2.47
7	<u>Reason of Absenteeism:</u>			
	a. Training	3 (60.00)	3 (13.04)	6 (21.43)
	b. Sickness	1 (20.00)	2 (8.70)	3 (10.71)
	c. For salary	0 (0.00)	0 (0.00)	0 (0.00)
	d. School related extra work	0 (0.00)	4 (17.39)	4 (14.29)
	e. On leave	1 (20.00)	5 (21.74)	6 (21.43)
	f. Others	0 (0.00)	9 (39.13)	9 (32.14)
	Total	5 (100.00)	23 (100.00)	28 (100.00)
8	Habitual Absentees	0 (0.00)	3 (100.00)	3 (100.00)

Source: Field survey, SSA programme, District Barabanki, U.P.

In upper primary school around 87 per cent out of the sanctioned teachers are reported in position. 72.55 per cent teachers at the upper primary level were found to be present on the day of our team visit. The main reason of absenteeism is reported to be going for training programme is 21.43 per cent. The teachers absent by taking leave also 21.43 per cent and other reasons constituted 21.74 per cent. Also, the teachers absent due to sickness are reported 10.71 the highest rate of absenteeism is recorded 32.14 percent.

Findings and Suggestions

- The teacher-students ratio is not found satisfactory (1:63 and 1:51)* in primary and upper primary schools.
- But there is a difference between number of sanctioned teachers and in position teacher in schools.
- Teachers attendance is also not found upto the mark.
- Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary schools.

* Ratio has been taken from the No. of teachers working and No. of students enrolled as on the date of visit.

4.2 Teachers Training:

There is 86.03 per cent of the sample primary school teachers reported to have received training in Barabanki. Maximum (50.90 per cent) teachers received training on teaching and learning. Another 29.6 per cent have been imparted training in other assignments and remaining 15.88 per cent and 3.61 per cent teachers were trained for library work and computer training.

In case of upper primary schools, around 33 per cent teachers reported to have received training in Barabanki. Maximum (58.82 per cent) teachers received training on teaching and learning. Another 14.71 per cent have been imparted training in computer, 14.71 per cent have been imparted training in library and remaining 11.76 per cent teachers were trained for other programme.

In upper primary schools about 35.29 per cent of the teachers who attended training programmes and got training in DIET. This is followed by BRC where 47.06 per cent teachers have received training. 11.76 per cent teachers received training in NRPC. In case of primary schools 20.22 per cent teachers attended training at DIET, 69.31 per cent at BRC and 7.94 per cent at NRPC.

Table-4.3: Teachers Training

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Types of Training: a. Teaching Learning	141 (50.90)	20 (58.82)	161 (51.77)
	b. Library	44 (15.88)	5 (14.71)	49 (15.76)
	c. Computer	10 (3.61)	5 (14.71)	15 (4.82)
	d. Other	82 (29.60)	4 (11.76)	86 (27.65)
	Total	277 (100.00)	34 (100.00)	311 (100.00)
2	Training Venue: a. DIET	56 (20.22)	12 (35.29)	68 (21.86)
	b. BRC	192 (69.31)	16 (47.06)	208 (66.88)
	c. NRPC	22 (7.94)	4 (11.76)	26 (8.36)
	d. Other	7 (2.53)	2 (5.88)	9 (2.89)
	Total	277 (100.00)	34 (100.00)	311 (100.00)
3	Trainers: a. DIET Faculty	48 (17.33)	6 (17.65)	54 (17.36)
	b. BRC Coordinator	51 (18.41)	8 (23.53)	59 (18.97)
	c. NRPC Coordinator	12 (4.33)	2 (5.88)	14 (4.50)
	d. Other	166 (59.93)	18 (52.94)	184 (59.16)
	Total	277 (100.00)	34 (100.00)	311 (100.00)
4	Satisfied with training inputs	274 (98.92)	32 (94.12)	306 (98.39)
5	Not satisfied with training inputs	3 (1.08)	2 (5.88)	5 (1.61)
6	Duration of Training: a. 1 to 3 days	270 (97.47)	32 (94.12)	302 (97.11)
	b. 4 to 6 days	5 (1.81)	2 (5.88)	7 (2.25)
	c. 7 to 14 days	2 (0.72)	0 (0.00)	2 (0.64)
	d. More than 14 days	0 (0.00)	0 (0.00)	0 (0.00)

Source: Field survey, SSA programme, District Barabanki, U.P.

Most of the trainers were found to be from other trainers followed by BRC coordinators and NRPC coordinators and DIET faculty for primary as well as upper primary school teachers.

The majority teachers attending different training programmes were satisfied with the training inputs. Though, the teachers were satisfied but the coverage's of teachers getting training is found to be low in upper primary schools.

An analysis of training duration indicates that about 97 per cent trainees received training of 1 to 3 days duration, 2.25 per cent have 4 to 6 days training and less than 1 per cent received training of 7 to 14 days duration.

Findings and Suggestions

- Around 73 per cent of working teachers have received training.
- 86 per cent working teachers in primary schools have received training.
- Around 33 per cent of upper primary school teachers have received training.
- Around 97 per cent trainees received training of 1 to 3 days duration.
- More than 2 per cent trainees received training of 4 to 6 days duration.
- Less than 1 per cent trainees received training of 7 to 14 days duration.
- Training module lacks training of core subjects like maths, English.
- Training duration should be longer and it should be in summer vacation.
- Low percentages of working teachers of UPS are getting training.

4.3 Enrolment and Attendance:

The percentage of enrolled students in total primary schools students identified in the Child Survey was found to 95.78 per cent at primary level. In upper primary level, the enrollment was 94.39 per cent. Thus the total enrollment of boy students up to primary schools level was 94.85 per cent. However, the same is relatively higher 96.69 per cent in case of girl students. The total enrollment of boy students up to upper primary schools level was more than 91 per cent. However, the same is relatively higher 97.53 per cent) in case of girl students. The student's attendance as per register records varied from 48.74 per cent in primary schools to 50.17 per cent in the upper primary schools. But the presence of students on the day of visit to the sample schools was found even lower than this. In primary and upper primary schools the attendance was reported to be around 45 per cent and 47 per cent respectively.

Table 4.4: Enrollment and Presence of Student

Sl. No	Particulars	Total No of Student up to Sep 30, 2006	No. of Enrollment Student according to register	No. of present student according the register	No. of student present in the date of Visit	No. of schools with low attendance
1	Primary School: No. of boys Average no. of boys per schools	10541 (49.36)	9998 (100.00) 99.0	4927 (49.28) 48.8	4552 (45.53) 45.1	100*
	No. of Girls Average no. of girls per Schools	10814 (50.64)	10456 (100.00) 103.5	5043 (48.23) 49.9	4664 (44.61) 46.2	
	No. of total Students Average no. of students per school	21355 (100.00)	20454 (100.00) 202.5	9970 (48.74) 98.7	9216 (45.06) 91.2	
2	Upper Primary School: No. of boys Average no. of boys per schools	2738 (49.49)	2497 (100.00) 83.2	1258(50.38) 41.9	1163 (46.58) 38.8	30*
	No. of Girls Average no. of girls per Schools	2794 (50.51)	2725 (100.00) 90.8	1362 (49.98) 45.4	1269 (46.57) 42.3	
	No. of total Students Average no. of students per school	5532 (100.00)	5222 (100.00) 174.1	2620 (50.17) 87.3	2432 (46.57) 81.1	

Source: Field survey, SSA programme, District Barabanki, U.P.

* Less than 50 per cent.

Findings and Suggestions

- There has been a difference between reported students and enrolled students.
- Only 48.74 per cent of the enrolled students were present on register and 45.06 per cent on the day of visit in primary schools.
- Only 50.17 per cent of the enrolled students were present on register and 46.57 per cent on the day of visit in primary schools.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members.

The main reason of student's absent is agricultural activities, which are reported to be more than 33 per cent in primary schools and about 53.33 per cent in upper primary schools. In 30.77 per cent schools students were reported to be absent for purposing Occasion. Other reasons like performing the marketing activities or visiting fairs and other family engagements also caused student's absence from the school.

Table 4.5: Reasons of Absenteeism among students

Sl. No.	Reason for Absent	Primary School	Upper Primary School	Total
1	Agricultural Activity	33 (33.00)	16 (53.33)	49 (37.69)
2	Local Fairs/Markets	5 (5.00)	0 (0.00)	5 (3.85)
3	Discrimination in Facilities	5 (5.00)	0 (0.00)	5 (3.85)
4	Occasion	30 (30.00)	10 (33.33)	40 (30.77)
5	Lack of Education	5 (5.00)	0 (0.00)	5 (3.85)
6	Due to New School	2 (2.00)	0 (0.00)	2 (1.54)
7	Other	20 (20.00)	4 (13.33)	24 (18.46)
	Total	100 (100.00)	30 (100.00)	130 (100.00)

Source: Field Survey, SSA Programme, District Barabanki, UP

Findings and Suggestions

- 37.69 per cent students were found absent due to their involvement in agricultural activities. This should be discussed in length in PTAs frequently.
- Around 30.77 per cent students were absent due to occasion.

4.4. Efforts to Improve Students Attendance:

Efforts to improve the students' attendance were made by schools, VECs and Parents Teacher Association (PTA). In order to improve the attendance about 90 sample schools have interaction with the parents, given notices to the parents and taken other measures. VECs have launched awareness campaign and organized meetings for the same. The role of the PTA in improving the attendance was also negligible.

Table 4.6: Efforts for Improving Students' Attendance

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Efforts made by the schools:			
	a. Interactions with parents	28 (31.11)	9 (32.14)	37 (31.36)
	b. Through Information Notice	38 (42.22)	12 (42.86)	50 (42.37)
	c. Other	24 (26.67)	7 (25.00)	32 (27.12)
	d. Total	90 (100.00)	28 (100.00)	118 (100.00)
2	Efforts made by V.E.C.:			
	a. Awareness in Community	17 (24.64)	5 (26.32)	22 (25.00)
	b. Meeting of VEC	51 (73.91)	14 (73.68)	65 (73.86)
	c. Others	1 (1.45)	0 (0.00)	1 (1.14)
	d. Total	69 (100.00)	19 (100.00)	88 (100.00)
3	Efforts made by P.T.A.:			
	a. Interaction with parents	36 (62.07)	8 (53.33)	44 (60.27)
	b. Regularly Meeting of P.T.A.	17 (29.31)	7 (46.67)	24 (32.88)
	c. Distribution of Facilities	5 (8.62)	0 (0.00)	5 (6.85)
	d. Total	58 (100.00)	15 (100.00)	73 (100.00)

Source :Field Survey, SSA Programme, District Barabanki, UP

Findings and Suggestions

- Efforts made by schools VEC and PTA for improving the student's attendance were not found to be sufficient. Role of parent's teachers meetings were minimum in this respect. There should be more concerted efforts and in each primary school to improve students attendance. There should be a more efficient and regular monitoring system to check students attendance

4.5 Achievement Level of Students:

Students test was conducted as per norms in each and every sample school of Barabanki. The implementation of grading system is also made in each case. The grading was done in five categories i.e. A, B, C, D and E. In the test, which was taken in course of field visit in sample schools, the performance of less than 4 per cent students

is found to be very poor under "E" category. Around 14 per cent and 16 per cent students' performance were poor and good that comes under "D" and "C" categories. 39.69 per cent students' performance was under the second category i.e., "B", and 25.95 per cent students' achievement in category "A".

Table 4.7: Achievement Level in Students Test

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Test of Student According to norms in school	101 (100.00)	30 (100.00)	131 (100.00)
2	Implementation of grading system in school	97	29	126
3	<u>Achievement level of student:</u> 'A' 'B' 'C' 'D' 'E'	26 (25.74) 44 (43.56) 16 (15.84) 13 (12.87) 2 (1.98) Total	8 (26.67) 8 (26.67) 5 (16.67) 6 (20.00) 3 (10.00) 30 (100.00)	34 (25.95) 52 (39.69) 21 (16.03) 19 (14.50) 5 (3.82) 131 (100.00)

Source : Field Survey, SSA Programme, District Barabanki, UP

Findings and Suggestions

- The implementation of students test as per prescribed norms is found good in most of the cases of primary and upper primary schools. But the performance of 14.50 per cent students in an exclusive test has been poor. More serious efforts are required to improve the performance of the students, teachers as well as parents.

4.6 Students Behavior with their Teacher:

Almost in 99 per cent primary schools students' behavior with their teacher is found to be good and satisfactory. About 1 per cent students of primary school students' behavior with their teachers was reported to be bad.

In case of upper primary schools, 45.04 per cent and 54.20 per cent students' behavior with their teacher is found to be good and satisfactory. Only 0.76 per cent students were found bad behavior with their teachers.

Table 4.8: Behaviour of Students

Sl. No.	Behavior Of Students With Teacher	Primary School	Upper Primary School	Total
1	Good	44 (43.56)	15 (50.00)	59 (45.04)
2	Satisfactory	56 (55.45)	15 (50.00)	71 (54.20)
3	Bad	1 (0.99)	0 (0.00)	1 (0.76)
	Total	101 (100.00)	30 (100.00)	131 (100.00)

Source: Field Survey, SSA Programme, District Barabanki, UP

Findings and Suggestions

- Around 99 per cent students' behaviour with their teachers were found good and satisfactory.
- Teachers should maintain their dignity and moral teaching should be done.

4.7 Students Enrolment with Less or More Age and Drop out:

Enrollment of students in primary school is not found as per age norms in case of 1.40 per cent of the total enrolled students in primary schools and about 2.20 per cent in upper primary schools. The proportion of the students having more than prescribed age was higher than the students enrolled with lower than prescribed age on both primary as well as upper primary schools.

Table 4.9 (a): Student Enrolled with less or more age group

Sl. No.	Particulars	Primary Schools		Upper Primary School	
		Less	More	Less	More
1	No. of Enrolled students with more or less age	82	159	34	62
2	No. of Schools with less or more age student	11	35	4	15
3	Average no. of enrolled student with more or less age per school	7.45	4.54	8.5	4.13

Source : Field Survey, SSA Programme, District Barabanki, UP

Findings and Suggestions

- 1.4 to 2.2 per cent of the total enrolled students have not found to be enrolled as per prescribed age norms in primary and upper primary schools. Majority of such students belongs to the higher age group. The respective VECs may take up required action to streamline the students' enrollment at the suitable age.

There are 65 primary and 24 upper primary schools in sample having student's dropout. This indicates around 64 per cent primary schools and 80 per cent upper primary schools having dropout students in sample. There are 4.22 per cent drop out students in primary and 5.60 per cent in upper primary school as per survey results. Per school drop out turns out to be average 14 and 13 at primary and upper primary levels respectively. There are 45 other primary / private schools where drop out students of 65 schools are studying. In case of upper primary schools, students of 24 upper primary schools are studying in 13 other schools.

The drop out rate is recorded to be higher (5.15 per cent and 8.80 per cent) among boys in primary and upper primary schools. But, the girl's drop out is lower than the boys at the primary and upper primary schools. On an average 8.29 to 3.2 students per school are studying in the same classes in primary and upper primary schools.

Table 4.9(b): Dropout and related information

Sl. No.	Particulars	Primary School	Upper primary School
1	<u>No. of dropout student *:</u> Boys	543 (5.15)	241 (8.80)
	Girls	358 (3.51)	69 (2.50)
	Total	901 (4.22)	310 (5.60)
2	No. of Schools having student dropout	65 (64.36)	24 (80.00)
3	Student dropout per schools	13.86	12.92
4	No. of other schools where dropout student are studying	45	13
5	No. of student studying in same class	141	16
6.	No. of schools where students studying in same class	17	5
7	Average no. of student studying in same class per schools	8.29	3.2

Source: Field Survey, SSA Programme, District Barabanki, UP.

* Percentage has been adopted from the data as on 30.09.06.

Findings and Suggestions

- Over all dropout rate ranged from 4.22 to 5.60 per cent in schools but this is higher 8.80 per cent among boys of upper primary schools.
- 65 primary and 24 upper primary schools are having dropped out students.
- On an average 8.29 to 3.2 students per school are studying (repeating) in the same classes in primary and upper primary schools.
- The girls' drop out is higher in primary schools. The overall dropout rate is higher among boys in primary and upper primary level.
- Hence, it should be considered with the introduction of new programmes to control the same.

4.8 Children with Special Needs (CWSN):

About 80 per cent of schools going age group CWSN of the villages are enrolled in the schools. Most of the enrolled disabled children (56.16 per cent) are boys and remaining 43.84 per cent) are girls. Majority of the disabled children are suffering from legs problems.

Table 4.10(a): Children with Special Needs (CWSN)

Sl. No.	Particulars	Primary School	Upper Primary School	Total
No. of Disabled Children in Village Related to School				
1	Boys	83 (57.24)	23 (60.53)	106 (57.92)
	Girls	62 (42.76)	15 (39.47)	77 (42.08)
	Total	145 (100.00)	38 (100.00)	183 (100.00)
No. of Enrolled disabled children				
2	Boys	63 (55.75)	19 (57.58)	82 (56.16)
	Girls	50 (44.25)	14 (42.42)	64 (43.84)
	Total	113 (100.00)	33 (100.00)	146 (100.00)
Types of disability in students				
3	Legs	59 (52.21)	27 (81.82)	86 (58.90)
	Hand	12 (10.62)	2 (6.06)	14 (9.59)
	Legs and Hand Both	3 (2.65)	0 (0.00)	3 (2.05)
	Others	39 (34.51)	4 (12.12)	43 (29.45)
	Total Disabled Students	113 (100.00)	33 (100.00)	146 (100.00)

Source: Field Survey, SSA Programme, District Barabanki, UP.

Only 20.55 per cent of the enrolled handicapped children were provided with the required appliances and aids. Whatever facilities made available are mostly at the primary level. Average number of parents counseling made 2.3 per school about CWSN cases is also low. There are only 32.07 per cent schools where having ramps.

Table 4.10(b): Provisions for Children with Special Needs (CSWN)

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Facilities provided to the student:			
	a. No. of student with artificial Lymbs	3 (12.50)	0 (0.00)	3 (10.00)
	b. Crutches	4 (16.67)	2 (33.33)	6 (20.00)
	c. Tricycles	4 (16.67)	3 (50.00)	7 (23.33)
	d. Wheel Chair	-	-	-
	e. Stick for Blind	-	-	-
	f. Calicepers	-	-	-
	g. Hearing Aids	2 (8.33)	-	2 (6.67)
	h. Other	11 (45.83)	1 (16.67)	12 (40.00)
	Total	24 (100.00)	6 (100.00)	30 (100.00)
2	No. of Schools with Ramps	38 (37.62)	4 (13..33)	42 (32.06)
3	No. of Schools without Ramps	63 (62.38)	26 (86.67)	89 (67.94)
4	No. of Parents counseled about CWSN Care	118	35	153
5	No. of schools in which parents counseled about CWSN Care	53 (52.48)	13 (43.33)	66 (50.38)
6	Average no. of Parents counseled per schools	2.23	2.69	2.32

Source: Field Survey, SSA Programme, District Barabanki, UP

Findings and Suggestions

- Enrollment of existing CWSN is 80 per cent in the district.
- The availability of appliances as and aids is only 20.55 per cent enrolled students. Whatever is made available cannot be utilized properly in the absence of required ramps in the schools.
- It is required to enhance the availability of appliances and complete the construction of ramps in the schools.

4.9 Free Text Book Distribution:

The free text book distribution is found in the entire sample primary* and upper primary schools. But 3.66 per cent in primary and 4.79 per cent students in upper primary school have not received their books. In facts these books were also distributed among drop out students who have left the school. Some other students enrolled after book distributions have also not received the books. There were about 5 per cent schools where a book distribution was delayed in rest of the schools it has been timely. The delay in book distribution has been on account of less availability of number of books in time and other reasons.

Table 4.11: Free Text Book Distribution

Sl. No	Particulars	Primary School	Upper Primary School	Total
1	<u>Students provided free text books of all subjects:</u>			
	Boys	10150 (49.34)	2610 (49.55)	12760 (49.38)
	Girls	10422 (50.66)	2657 (50.45)	13079 (50.62)
	Total	20572* (100.00)	5267 (100.00)	25839 (100.00)
2	No. of Schools in which book distribution delayed	5 (4.95)	2 (6.67)	7 (5.34)
3	No. of Schools in which book distribution have been done timely	96 (95.05)	28 (93.33)	124 (94.66)
4	Total No of schools in which book distributed	101 (100.00)	30 (100.00)	131 (100.00)
5	<u>Reason for delay in text book distribution:</u>			
	a. Less availability of books	2 (40.00)	2 (100.00)	4 (57.14)
	b. Others	3 (60.00)	0 (0.00)	3 (42.86)
	Total	5 (100.00)	2 (100.00)	7 (100.00)

Source: Field Survey, SSA Programme, District Barabanki, UP.

*Data included here 100 schools because the register was not available in 1 Primary School.

Findings and Suggestions

- About 5 per cent schools did not distribute books in time.
- Main reason was less number of books supplied in time. Proper coordination between SPO, DPO and school is required.

CHAPTER V

MID-DAY MEAL PROGRAMME

5.1 Details of Mid-Day Meal in Schools:

The availability of Mid-Day Meal to the students is seen in 101 sample primary schools. The display of menu on walls is found in more than 95 per cent schools but the supply of food according to the menu is found in 59.41 per cent schools. The availability of green vegetable in food is found only in 55.45 per cent schools where Mid-Day Meal scheme is running.

Non-availability of food items is said to be the reason in around 66 per cent schools for not providing food according to the menu. Non-availability of utensils is found to be the other reason in 12.20 per cent schools. Remaining 21.95 per cent schools have given some other reasons for not supplying the food as per menu.

The average number of student per school taken food before the day of team visit turns out to be 101.51. But the average number of students on the day of visit is found to be around 84.81 students per school as per counting by team. There are total 55 students (about 0.55 students per school) who bring lunch from their home.

The availability of food according to menu is found only in about 73 per cent schools on the day of the visit. About 82 per cent of the students in these schools found satisfied with the quality of food getting under MDM scheme. At the same time, almost 93.62 per cent students were happy with the quantity of food supplied under the scheme in sample schools. The students, who were not happy with the available MDM, complained for quality in 26.60 per cent schools and in 6.38 per cent complained for less quantity. In 78.22 per cent schools, the students bring utensils from home for taking the food. Female cooks are found in 75 per cent schools.

Table-5.1 (A): Details about Mid Day Meal Scheme

Sl. No.	Particulars	Numbers
1	No. of Schools in which menu written on wall	96 (95.05)
2	No. of Schools in which menu have not written on wall	5 (4.95)
3	No. of Schools in which food supplied to the students according to menu	60 (59.41)
4	No. of Schools in which food have not supplied to the students according to menu	41 (40.59)
5	No. of schools in which green vegetables available in food	56 (55.45)
6	No. of schools in which green vegetables have not available in food	45 (44.55)
7	<u>Reasons for not cooking food according to menu:</u> a. None availability of food items b. Lack of utensils c. Others	27 (65.85) 5 (12.20) 9 (21.95)
8	No. of students bring lunch from home	55
9	Per school Average No. of students bring lunch from home	0.55
10	No. of beneficiaries before one day from visit	10253*
11	Average No. of beneficiaries before one day from visit per school	101.51
12	<u>No. of students taken food on the day of visit:</u> a. According to register b. Average According to register c. Head counts d. Average Head counts	9102** 90.12 8566** 84.81

Source: Field survey, SSA Programme, District Barabanki, U.P.

*90 schools had cooked food

**94 School cooked food

Table-5.1 (B): Mid-Day Meal on the Day of Team Visit

Sl. No.	Particulars	Numbers
1	No. of schools in which food have been given according to menu	69 (73.40)
2	No. of schools in which food have not been given according to menu	25 (26.60)
3	No. of schools in which students are happy with the quality of food	77 (81.91)
4	No. of schools in which students are not happy with the quality of food	17 (18.09)
5	No of schools in which students are happy with the quantity of food	88 (93.62)
6	No of schools in which students are not happy with the quantity of food	6 (6.38)
7	Reasons for the students are not happy with the Mid Day Meal: a. Food have not been cooked according to menu b. Lack of quality c. Lack of Quantity d. Others	5 (20.83) 13 (54.17) 5 (20.83) 1 (4.17)
8	No of Schools in which students bring the utensils from the home	79 (78.22)
9	No. of male cooks in the schools	35 (25.00)
10	No. of female cooks in the schools	105 (75.00)

Source: Field survey, SSA programme, District Barabanki, U.P.

5.2 Social Status of Cooks:

Considering the social categories, 5 per cent cooks are belonging to OBC groups, only 7.86 per cent SC, 60 per cent belonging minority, and remaining 27.14 per cent belonging to the other (general) castes. Regular payment to cooks is found in 30.69 per cent schools. The average amount of monthly payment to cooks turns out to be around Rs.652.

Table 5.2: Status of Cooks under MDM

Sl. No.	Particulars	Numbers
1	<u>Social Categories of Cooks:</u> a. Schedule Caste b. OBC c. Minority d. Others	11 (7.86) 7 (5.00) 84 (60.00) 38 (27.14)
2	No of School in which cooks have been paid regularly	652.39
3	No. of schools in which cooks have not been paid regularly	71 (69.31)
4	Average amount for cooks have been paid per month	30 (30.69)

Source: Field survey, SSA programme, District Barabanki, U.P.

Findings and Suggestions

- The availability of food under MDM programme has been the problem in the sample schools and also unavailability of food as per menu has been a problem in 40.59 per cent schools. The payment of cooks has not been timely in more than 69.31 per cent schools.

5.3 Infrastructure of MDM Programme:

There are about 73 per cent sample schools with the kitchen facility. In remaining schools, in around 52 per cent and around 48 per cent schools, the cooking is being done outside the school and others respectively. The storage of food items is found at Pradhan's residence in 68.32 per cent schools and within the school in 17.82 per cent schools. The food items are also stored at PDA shops (3.96 per cent) and other places (9.9 per cent).

Majority of (98.02 per cent) schools have proper register for MDM. There is 87.13 per cent of the sample schools with required utensils in the kitchen. The funds for purchasing utensils are made available from SSA in 75.25 per cent schools. The remaining schools have got funds from community (less than 1 per cent) and other sources (23.76 per cent). The use of LPG as fuel for cooking is seen in 48.51 per cent schools. But, the use of fuel wood is reported maximum in more than 49.50 per cent schools, less than 2 per cent schools belongs to use of carosin.

Table 5.3: Infrastructure for MDM

Sl. No.	Particulars	Numbers
1	No. of school with kitchen	74 (73.27)
2	No. of school without kitchen	27 (26.73)
3	Venue for cooking in which schools kitchen have not been constructed: Open ground Cooked form outside	13 (48.15) 14 (51.85)
4	No. of schools with availability of safe drinking water	98 (97.03)
5	No. of schools without availability of safe drinking water	3 (2.97)
6	Place for food item storage: a. In school b. At Pradhan's residence c. At PDA shop d. Others	18 (17.82) 69 (68.32) 4 (3.96) 10 (9.90)
7	No. of schools with proper register for MDM	99 (98.02)
8	No. of schools without proper register for MDM	2 (1.98)
9	No. of schools with required utensils in kitchen	88 (87.13)
10	No. of schools without required utensils in kitchen	13 (12.87)
11	Source of Funds used in utensils purchasing: a. SSA b. Community Fund c. Others	76 (75.25) 1 (0.99) 24 (23.76)
12	Fuel used in cooking: a. LPG b. Kerosene Oil c. Fuel Wood	49 (48.51) 2 (1.98) 50 (49.50)

Source: Field survey, SSA programme, District Barabanki, U.P.

5.4 Clean Ness and Inspection of MDM:

The awareness about washing hands before taking meal, use of clean utensils and other norms relating to ideal social order is found in most of the sample schools. Regular inspection of MDM programme is found in more than 90 per cent schools. The most of the inspections are made by school teachers, VECs role in inspection of MDM is not found satisfactory in this district.

Table 5.4: Awareness and Food Inspection

Sl. No.	Particular	Numbers/Schools
1	<u>Students made aware about:</u> a. Students must wash their hands before and after taken food b. Take & eat food in organized way c. Keep the water for utensil cleaning d. Nobody make differentiation on the basis of Caste/gender/disability at the time of taken food	98 (97.03) 98 (97.03) 98 (97.03) 96 (95.05)
2	No of schools in which MDM inspected regularly	91 (90.10)
3	<u>Inspection authority:</u> a. Community/Parents b. VECs c. School teachers d. Others	11 (11.83) 7 (7.53) 73 (78.49) 2 (2.15)
4	<u>Duration/Frequency of Inspection:</u> a. Daily b. Often c. Sometime	57 (61.29) 23 (24.73) 13 (13.98)

Source: Field survey, SSA programme, District Barabanki, U.P.

5.5 Supply of Micro-Nutrients:

The supplement of micro-nutrition to the students is available only in the 10.89 per cent schools. In Most cases (81.8 2per cent) where this is found available, is

provided by the ANM. The schools where micro-nutrition supplements are made available, these were provided once in a month in 72.73 per cent cases. In rest of the 27.27 per cent schools it was provided twice in a month.

Table 5.5: Food Supplements

Sl. No.	Particulars	Numbers/Schools
1	No. of Schools in which micro nutrition supplement provided to the student	11 (10.89)
2	No. of Schools in which micro nutrition supplement have not been provided to the student	90 (89.11)
3	<u>Micro-nutrition supplement providers:</u> a. ANM b. Others	9 (81.82) 2 (18.18)
4	<u>Duration/Frequency of Micro-nutrition supplement as provided:</u> a. Once in a month b. Twice in a month	8 (72.73) 3 (27.27)

Source: Field survey, SSA Programme, District Barabanki, U.P.

5.6 Parents and VEC Participation in MDM:

As per the survey results, the parents and VEC participation in MDM scheme is found to be satisfactory in 44.55 per cent schools with respect to daily supervision. But in terms of cooperation through contribution of cash and items, it is reported to be satisfactory only in around 37.62 per cent schools. In 48.51 per cent school, it is found to be bad.

Table 5.6: Participation of Parents/VECs in MDM

Sl. No.	Participation of Parents/VECs in MDM	Daily supervision of MDM	Cooperation through contribution of cash/Items
1	Very Good	0 (0.00)	0 (0.00)
2	Good	42 (41.58)	14 (13.86)
3	Satisfactory	45 (44.55)	38 (37.62)
4	Bad	14 (13.86)	49 (48.51)
	Total Schools	101 (100.00)	101 (100.00)

Source: Field survey, SSA Programme, District Barabanki, U.P.

Findings and Suggestions

- Around 27 per cent schools are still without kitchen.
- Even those schools where kitchen is there, food is cooked outside in majority of the schools.
- 12.87 per cent schools do not have required utensils.
- Despite awareness of cleanliness, the students during MDM do not follow it.
- 90.10 per cent schools are inspected regularly for MDM.
- Only 10.89 per cent schools are provided with micro-nutrition supplement.
- Overall participation of parents and VEC in MDM is not satisfactory in most of the schools.

CHAPTER VI

VECs, GRANTS AND T.L.M.

6.1 VEC Members:

There are 671 VEC members in 131 samples of primary and upper primary schools in the district Barabanki. Thus, each sample school has 5 to 6 VEC members. Most of the schools do not have parent's representation in VEC. About 33 per cent of the VEC members are females and 67 per cent are males.

Table 6.1: Gender wise VEC members

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1	Female	172 (33.27)	50 (32.47)	222 (33.08)
2	Male	345 (66.73)	104 (67.53)	449 (66.92)
	Total	517 (100.00)	154 (100.00)	671 (100.00)

Source: Field Survey, SSA Programme, District Barabanki, U.P.

The caste-wise composition shows approximately 29.51 per cent members belong to SC caste, 44.26 per cent members belong to OBC category in VEC of primary and upper primary schools in the district. Minority consists only 0.60 per cent and 25.63 per cent belongs to general category in VECs.

Table 6.2: Social categories wise VEC Members

Sl. No.	Caste	Primary School	Upper Primary School	Total
1	SC	148 (28.63)	50 (32.47)	198 (29.51)
2	Minority	3 (0.58)	1 (0.65)	4 (0.60)
3	OBC	243 (47.00)	54 (35.06)	297 (44.26)
4	General	123 (23.79)	49 (31.82)	172 (25.63)
	Total	517 (100.00)	154 (100.00)	671 (100.00)

Source: Field Survey, SSA Programme, District Barabanki, U.P.

Findings and Suggestions

- Average number of VEC members is found to be low due to under representation of parents.
- The female and caste-wise composition of VEC is as per norms.
- The parent's representation in VECs should be emphasized.

6.2 VEC Meetings:

As per norms VEC meetings are to be held every month in every school. But the survey indicated that meetings were held in 77.86 per cent schools. The frequency of meetings was also recorded to be unsatisfactory. On an average 2.81 meetings have been held in schools during the last six months.

Table 6.3 (A): Details about VEC Meeting

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	<u>No. of School organized meeting:</u> a. Yes b. No.	85 (84.16) 16 (15.84)	17 (56.67) 13 (43.33)	102 (77.86) 29 (22.14)
2	Total No. Of Meetings Average No. of Meeting only last 6 months	2.87	2.6	2.81

Source: Field Survey, SSA Programme, District Barabanki, U.P.

The agenda of meetings comprised of cultural programmes, cleanings of school, election, pulse polio immunization programme, school maintenance, mid-day meal, students' scholarship, enrolment and attendance, etc. is presented in Table 6.3 B.

Table 6.3 (B): Agendas of VEC Meetings

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	For new Building	9 (3.10)	2 (2.56)	11 (2.99)
2	Recruitment of Shiksha Mitra	25 (8.62)	10 (12.82)	35 (9.51)
3	For improvement of presence	25 (8.62)	9 (11.54)	34 (9.24)
4	Enrollment	36 (12.41)	5 (6.41)	41 (11.14)
5	For Pots	5 (1.72)	3 (3.85)	8 (2.17)
6	Polio Drop	8 (2.76)	2 (2.56)	10 (2.72)
7	Mid day meal	11 (3.79)	0 (0.00)	11 (2.99)
8	Discussion	32 (11.03)	11 (14.10)	43 (11.68)
9	All Maintenance work	13 (4.48)	3 (3.85)	16 (4.35)
10	For committee	15 (5.17)	2 (2.56)	17 (4.62)
11	Cleaning	15 (5.17)	6 (7.69)	21 (5.71)
12	Scholarship	18 (6.21)	3 (3.85)	21 (5.71)
13	Free dress	15 (5.17)	3 (3.85)	18 (4.89)
14	FIR of Theft	15 (5.17)	6 (7.69)	21 (5.71)
15	Utilization of Money	7 (2.41)	1 (1.28)	8 (2.17)
16	Plantation	1 (0.34)	0 (0.00)	1 (0.27)
17	Election	10 (3.45)	0 (0.00)	10 (2.72)
18	Cultural Programme	29 (10.00)	12 (15.38)	41 (11.14)
	Total	1 (0.34)	0 (0.00)	1 (0.27)
	No. of Total school	290 (100.00)	78 (100.00)	368 (100.00)

Source: Field Survey, SSA Programme, District Barabanki, U.P.

The representation of female members in meetings was recorded to be around 22.48 per cent and 77.46 per cent SC (with in male).

Table 6.4: Sex and Caste-wise VEC Members Attending the Meeting

Sl. No.	Gender	Primary School	Upper Primary School	Total
1.	Female	290 (22.70)	78 (21.67)	368 (22.48)
2.	Male	987 (77.30)	282 (78.33)	1269 (77.52)
3	<u>Caste distribution among Male:</u> a. SC b. Other	773 (79.69) 214 (22.06)	210 (25.66) 72 (74.34)	983 (77.46) 286 (22.54)
	Total Member (Male + Female)	1277 (100.00)	360 (100.00)	1637 (100.00)

Source: Field Survey, SSA Programme, District Barabanki, U.P.

Findings and Suggestions

- Members attended VEC meetings without adequate female member's representation.

6.3 VEC Training:

The VEC members were imparted in training 85.15 per cent of primary and 80 per cent of upper primary schools. About 27.09 per cent in primary and 24.44 per cent of upper primary school VEC members have been trained. The VEC members of schools where training was imparted expressed their opinion about the quality of training. Not a single member of primary and upper primary school regarded training as best. Around 45.35 per cent of primary and around 54.17 per cent of upper primary school members training has been good. It was rated as satisfactory by more than 48.84 per cent and 33.33 per cent school members in primary and upper primary schools, respectively. Out of these members 5.81 per cent of primary and 12.50 per cent of upper primary schools members regarded training as bad. All the VEC members are trained by BRC and NRPC coordinators.

Table 6.5: Details about VEC Training

Sl. No.	Gender	Primary School	Upper Primary School
1	No. of Schools organized training of VEC members	86 (85.15)	24 (80.00)
2	No. of trained members Average no per schools	346 (27.09) 3.43	88 (24.44) 2.93
3	<u>Reaction of trained members in school regarding training:</u> Best Good Satisfactory Bad	0 (0.00) 39 (45.35) 42 (48.84) 5 (5.81)	0 (0.00) 13 (54.17) 8 (33.33) 3 (12.50)
	Total Schools organized training	86 (100.00)	24 (100.00)

Source: Field Survey, SSA Programme, District Barabanki, U.P.

Note: All VEC members are trained by BRC/NPRC

Findings and Suggestions

- More than 85 per cent and 80 per cent primary and upper primary schools VEC members imparted in training.
- About 27 per cent of primary and 24.44 per cent of upper primary schools VEC members were trained.
- The training should be organized for each school and should be made monitoring of each VEC member.

6.4 Role of VEC for Improving the School Conditions:

As per the opinion of school teachers, (Table-6.6) only 0.99 per cent primary schools, the role of VEC members has been best for improving the school conditions relating to enrolment and presence of teacher. In around 14 per cent of the schools, their role was found to be good. In 70.05 per cent schools, VEC role was regarded as satisfactory. But in more than 16 per cent schools their role was found to be bad in case of primary schools.

The role of VEC was reported to be the good in 20 per cent of the upper primary Schools. In 65 per cent of the sample schools was found to be satisfactory. But in 15 per cent schools their role was found to be bad in case of upper primary schools.

Table 6.6: Role of VEC for improving the conditions of Schools

Sl. No.	Particulars	Atmosphere	Enrollment of Students	Present of teacher	Present of Student	Total
1	<u>Primary School:</u>					
	a. Best	0 (0.00)	1 (0.99)	1 (0.99)	0 (0.00)	2 (0.50)
	b. Good	16 (15.84)	13 (12.87)	20 (19.80)	6 (5.94)	55 (13.61)
	c. Satisfied	73 (72.28)	80 (79.21)	72 (71.29)	58 (57.43)	283 (70.05)
	d. Bad	12 (11.88)	8 (7.92)	9 (8.91)	37 (36.63)	66 (16.34)
	Total	101 (100.00)	101 (100.00)	101 (100.00)	101 (100.00)	404 (100.00)
2	<u>Upper Primary School:</u>					
	a. Best	-	-	-	-	-
	b. Good	9 (30.00)	6 (20.00)	7 (23.33)	2 (6.67)	24 (20.00)
	c. Satisfied	19 (63.33)	20 (66.67)	21 (70.00)	18 (60.00)	78 (65.00)
	d. Bad	2 (6.67)	4 (13.33)	2 (6.67)	10 (33.33)	18 (15.00)
	Total	30 (100.00)	30 (100.00)	30 (100.00)	30 (100.00)	120 (100.00)

Source: Field Survey, SSA Programme, District Barabanki, U.P.

Findings and Suggestions

- VECs' role in improving overall school conditions were found to be the best in 0.5 per cent in primary schools.
- Their satisfactory role was reported in 70.05 per cent in primary and 65 per cent in upper primary schools.
- In around 16 per cent of primary and 15 of upper primary schools regarding their role was found to be bad in this respect.
- The role of VECs' should be deemed more important for improving schools conditions. Hence, VEC members should play more active role in this respect.

6.5 Grants for Schools:

As per information collected from the school register and pass books regarding receiving and expenditure of school grants of primary school for the year 2006-07

indicated 1.28 per cent to 95.63 per cent of expenditure of received grants under different heads. The received grants under the head of honorarium to Para-teachers are utilized to the level of 86.20 per cent. (Table-6.7)

Table 6.7: Head wise Grants for Primary Schools - 2006-07

Sl. No.	Head of Aid	Received	Expenditure
1.	School maintenance aid	449500 (100.00)	296500 (65.96)
	Average per school	4450.50	2935.64
2.	School development	202820 (100.00)	193948 (95.63)
	Average per School	2008.12	1920.28
3.	Honorarium for Para teacher (Shiksha Mitra)	3276379 (100.00)	2824299 (86.20)
	Average per School	32439.40	27963.36
4.	Construction of Building	1211000 (100.00)	931000 (76.88)
	Average per School	11990.10	9217.82
5.	Construction of Rooms	14819000 (100.00)	190350 (1.28)
	Average per School	146722.77	1884.65
6.	Construction of Toilet	306000 (100.00)	3500 (1.14)
	Average per School	3029.70	34.65
7.	Construction of Boundary	133100 (100.00)	1500 (1.13)
	Average per School	1317.82	14.85
8.	TLM	209600 (100.00)	144100 (68.75)
	Average per School	2075.25	1426.73
9.	Ramps Construction	294475 (100.00)	209600 (71.18)
	Average per School	2915.59	2075.25
10.	NPEGEL	698450 (100.00)	659900 (94.48)
	Average per School	6915.35	6533.66
11.	Honorarium for Acharya	45125 (100.00)	33125 (73.41)
	Average per School	446.78	327.97
12.	Others	930354 (100.00)	467561 (50.26)
	Average per School	9211.43	4629.32

Source: Field Survey, SSA Programme, District Barabanki, U.P.

In case of upper primary schools, the utilization of received grants has been 12.13 per cent to 80.74 per cent. Under the head of school construction, boundary construction, honorarium for Acharya the grants have not been received by the VECs.

Table 6.8: Head wise Grants for Upper Primary Schools - 2006-07

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1	School maintenance aid	148425 (100.00)	104425 (70.36)
	Average per school	4947.5	3480.833
2	School development	67500 (100.00)	54500 (80.74)
	Average per School	2250	1816.667
3	Honorarium for Para teacher	-	-
4	Construction of Building	-	-
5	Construction of Rooms	742000 (100.00)	90000 (12.13)
	Average per School	24733.33	3000
6	Construction of Toilet	162000 (100.00)	-
	Average per School	5400	
7	Construction of Boundary	-	-
8	TLM	41500 (100.00)	19500 (46.99)
	Average per School	1383.333	650
9	Ramps Construction	62925 (100.00)	19500 (30.99)
	Average per School	2097.5	650
10	NPEGEL	334500 (100.00)	207500 (62.03)
	Average per School	11150	6916.667
11	Honorarium for Acharya	-	-
12	Others	1405560 (100.00)	642216 (45.69)
	Average per School	46852	21407.2

Source: Field Survey, SSA Programme, District Barabanki, U.P.

Findings and Suggestions

- Money has been withdrawn from account in some cases but construction work has not been started yet.
- For different types of constructions, unutilized grants are found.
- Through better monitoring of construction work and fund utilization, expected results can be achieved.

6.6 Availability of Construction Records with VEC:

The survey results indicated only 39.60 per cent primary and 33.33 per cent upper primary schools Village Education Committees having construction work manual. Only about 62.38 per cent VECs have proper up keeping of funds records at primary and 43.33 per cent in upper primary level. 71.29 per cent in primary schools and 80 per cent VECs of upper primary schools have no school construction related account.

Table 6.9: Availability of Construction related records with VEC

SI. No.	Particulars	Primary School	Upper Primary School
1	Construction work manual with village education committee	40 (39.60)	10 (33.33)
2	Construction related manual not with VECs	61 (60.40)	19 (63.33)
3	No. of VEC with proper up keep of Fund's records	63 (62.38)	13 (43.33)
4	No. of VEC without proper up keep of funds update	38 (37.62)	17 (56.67)
5	No. of VEC having accounts of school related construction work/items	29 (28.71)	6 (20.00)
6	No. of VECs not having accounts for school related construction work/items	72 (71.29)	24 (80.00)
	No. of total schools	101 (100.00)	30 (100.00)

Source: Field Survey, SSA Programme, District Barabanki, U.P.

Findings and Suggestions

- Most of the VECs did not have school construction related records
- This is one of the main reason of fund misuse and slow progress of construction work in schools.

6.7 Teaching Learning Materials (TLM):

As per data presented in the Table-6.10, there are 78.57 per cent teachers in primary schools and 58.82 per cent teachers in upper primary schools those received TLM amount in the district. Training of teachers regarding use of TLM was imparted only in 84.73 per cent schools. The display of TLM was found in the class rooms in 79.73 per cent of the sample schools. The use of TLM by the students was found in 79.39 per cent schools having the display of TLM.

Table 6.10: Details about Teaching Learning Material

Sl. No.	Gender	Primary School	Upper Primary School	Total
1	No. of Teachers / Shiksha Mitra received TLM amount Average	253 (78.57) 2.50	60 (58.82) 2.00	313 (73.82) 2.38
2	Training of teachers regarding use of TLM	95 (94.06)	16 (53.33)	111 (84.73)
3	Display of TLM in class rooms	86 (85.15)	18 (60.00)	104 (79.39)
4	Use of TLM by student	86 (85.15)	18 (60.00)	104 (79.39)
	No. of Total school	101 (100.00)	30 (100.00)	131 (100.00)

Source: Field Survey, SSA Programme, District Barabanki, U.P.

The use of TLM by teachers for teaching has not been observed in 6.11 per cent of the total sample schools. In 25.95 per cent schools, the teachers often used TLM. But in 67.94 per cent school teachers always used the same to teach students in schools.

Table 6.11: Use of TLM by Teachers

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Always	76 (75.25)	13 (43.33)	89 (67.94)
2	Often	23 (22.77)	11 (36.67)	34 (25.95)
3	Never	2 (1.98)	6 (20.00)	8 (6.11)
	Total	101 (100.00)	30 (100.00)	131 (100.00)

Source: Field Survey, SSA Programme, District Barabanki, U.P.

CHAPTER VII

CIVIL WORK

7.1 Construction of School Buildings:

The construction work of school buildings is found in (3) 2.29 per cent surveyed sample schools of the district, in which 1 from primary and 2 from upper primary. Details about progress of construction are given in Table-7.1.

It is also relevant to say that two schools namely primary school Ashok Pur Chachu Sarai and upper primary school Pure Jabar are constructed during the year 2003-04 under the supervision of Mr. Sushil Kumar Pandey, President, of District Basic Education. Work conditions were found very bad. Due to dilapidated condition in Pure Jabar UPS students are sitting in primary school, Pure Jabar, development block Ramnagar.

Table 7.1: Construction of School Buildings

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	No. of Schools Building under Construction	1 (0.99)	2 (6.67)	3 (2.97)
	Progress of Construction (No. 7):			
	Foundation Level	0 (0.00)	0 (0.00)	0 (0.00)
	Up from Doors Level	0 (0.00)	1 (50.00)	1 (33.33)
	Completing Roof	0 (0.00)	0 (0.00)	0 (0.00)
	Final Finishing	1 (100.00)	1 (50.00)	2 (66.67)
	Total no. of Sample Schools	101 (100.00)	30 (100.00)	131 (100.00)

Source: Field Survey, SSA Programme, District Barabanki, U.P.

As per data presented in the Table-7.2, 40.59 per cent (41 school) sample primary schools is found to be in progress during survey, in which, around 51 per cent schools are proposed for one room, 49 per cent schools are proposed for two rooms. In

case of upper primary schools, 10 per cent (3 schools) is found to have construction work relating to extra rooms, out of 30 upper primary schools, in which, the percentage of construction of one and two rooms are 66.67 and 33.33 per cent respectively. The details of construction stage as reported in Table 7.2.

Table 7.2: Construction of Extra Rooms

Sl. No.	Particulars	Primary Schools	Upper Primary Schools
1.	No of School under extra room construction	41 (40.59)	3 (10.00)
2.	No of school one room constructed	21 (51.22)	2 (66.67)
3.	No of school more than two room constructed	20 (48.78)	1 (33.33)
4.	Progress of Extra rooms construction	41	3
	a. Foundation level	10 (24.39)	0 (0.00)
	b. Up from doors level	3 (7.32)	1 (33.33)
	c. Completing roof	7 (17.07)	0 (0.00)
	d. Others	21 (51.22)	2 (66.67)
5.	In charge of construction work	41	3
	a. Head Master	20 (97.56)	3 (100.00)
	b. Teacher	0 (0.00)	0 (0.00)
	c. ABRC	1 (2.44)	0 (0.00)

Source: Field Survey, SSA Programme, District Barabanki, U.P.

7.2 Construction of Hand Pump and Toilets:

There are 4 schools found where the installation work of hand pump is seen to be in progress only in case 1 of primary and 3 upper primary schools under SSA programme. None of the installation of hand pump is recorded to be under Swajaldhara and through other schemes in primary and upper primary schools. There are 2 more proposed hand pumps to be installed in the schools of the sample area. 13 toilets were recorded under construction in sample schools, in which, 12 toilets are constructing under Sarva Shiksha Abhiyan, and one is constructing through other schemes. 6 more toilets are proposed for construction in sample schools.

Table 7.3: Under Construction and Proposed Hand Pumps and Toilets

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	No. of School under Installation of Hand Pumps for Drinking Water	1 (0.99)	3 (10.00)	4 (3.96)
2	Schemes of Hand Pumps Installation: Swajaldhara SSA Others	0 (0.00) 1 (100.00) 0 (0.00)	0 (0.00) 3 (100.00) 0 (0.00)	0 (0.00) 4 (100.00) 0 (0.00)
3	No. of Schools with Proposed Hand Pumps	1 (0.99)	1 (3.33)	2
4	No. of Schools with under Construction of Toilets	3 (2.97)	10 (33.33)	13 (12.87)
5	Schemes for Toilets: TSS SSA Others	0 (0.00) 3 (100.00) 0 (0.00)	0 (0.00) 9 (90.00) 1 (10.00)	0 (0.00) 12 (92.31) 1 (7.69)
6	Proposed no. of Toilets in Schools	4 (3.96)	2 (6.67)	6 (5.94)

Source: Field Survey, SSA Programme, District Barabanki, U.P.

7.3 Technical Supervision of Construction Work:

There are 50 schools in which JEs found engaged in the technical supervision of different kinds of construction work in these sample schools, in which 45 primary schools and 5 are upper primary schools. Out of total supervisors, in 48 cases JEs belongs to block level and in 2 cases were supervised by the district level.

Table 7.4: Status of Technical Supervisor

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	No. of Schools in which JEs Supervising the Civil Work	45 (44.55)	5 (16.67)	50 (49.50)
2	Schools Supervised by Different Level JEs: Block Level Tehsil Level District Level	43 (95.56) - 2 (4.44)	5 (100.00) - -	48 (96.00) - 2 (4.00)
	Total No. of School	101 (100.00)	30 (100.00)	131 (100.00)

Source: Field survey, SSA Programme, District Barabanki, U.P.

There were about 70 per cent of the total school sites of construction work; where on the spot inspection was made. Around 71.43 per cent sites were inspected three or more times, around 17.14 per cent sites two times and 11.43 per cent sites were one time inspected. The inspections were made at all stages of the construction. The investigators have found 10 per cent of the construction work as unsatisfactory, but 76 per cent have been reported as satisfactory. 14 per cent have been reported as good. Due to lack commitment in work, the construction work is slow.

Table 7.5: Inspection and Views about Construction Work

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Inspection of construction work on spot by technical employee	33 (73.33)	2 (40.00)	35* (70.00)
2.	No of times inspections was done before survey			
	a. One time	4 (12.12)	-	4 (11.43)
	b. Two time	6 (18.18)	-	6 (17.14)
	c. Three and more time	23 (69.70)	2 (100.00)	25 (71.43)
3.	Level of Inspection	33	2	35
	a. At the Foundation level	10 (30.30)	-	10 (28.57)
	b. Up to doors level	5 (15.15)	1 (50.00)	6 (17.14)
	c. Linter level	3 (9.09)	-	3 (8.57)
	d. Other	15 (45.46)	1 (50.00)	16 (45.72)
4.	Views of investigators regarding construction work	45	5	50
	a. Good	7 (15.55)	-	7 (14.00)
	b. Satisfactory	34 (75.56)	4 (80.00)	38 (76.00)
	c. Unsatisfactory	4 (8.89)	1 (20.00)	5 (10.00)
5.	Comments of investigator in condition of unsatisfactory construction work	4	1	5
	a. Low quality of building material	2 (50.00)	-	2 (40.00)
	b. Slow construction work	1 (25.00)	1 (100.00)	2 (40.00)
	c. Lack of appropriate use of material	1 (25.00)	-	1 (20.00)

* Source: Field survey, SSA Programme, District Barabanki, U.P.

* Percentage was made from the sampled schools engaged in construction work.

Findings and Suggestions

- The unsatisfactory construction work has been reported as 10 per cent cases.
- The main reason of unsatisfactory work is slow and low quality of construction work due to lack of commitment.
- Strict supervision of construction work is suggested
- Dominant persons like president of district basic education should not be involved in construction work. He should be punished for bad work.

CHAPTER VIII

OTHER PROGRAMMES AND BRC/NPRC INPUT

8.1 Kasturba Gandhi Balika Vidyalaya (KGBV):

2 KGBV were sanctioned in the district of Barabanki and 1 has been made functional. KGBV, Ganeshpur, is running in the building of DIET of the district at a distance of about 40 Km from the district head quarter. The KGBV has received Rs. 14, 66,350.00 as a budget for the financial year 2006-07. The construction of building has been sanctioned.

8.1.1 Teachers and Other Staff in KGBV:

The details about teaching and other staff is presented in the Table-8.1 indicates that 1 warden cum teacher, 4 full time teachers, 3 part time teachers, 1 accountant, 1 peon and 1 cook have been sanctioned for KGBV, Ganeshpur, district Barabanki which was found in position accept 1 part time teacher at the time of visit.

Table-8.1: **Teachers and Other Staff in KGBV, Ganeshpur, Ram Nagar**

SI. No.	Designation		Sanctioned	In Position
1	Warden cum Teacher		1	1
2	Teachers	a. Full Time	4	4
		b. Part Time	3	2
3	Accountant		1	1
4	Assistant		1	1
5	Peon		1	1
6	Chaukidar		-	-
7	Cook		1	1
8	Others		-	-

Source Field Survey, SSA Programme, District Barabanki, U.P.

8.1.2 Social Categories of Students in KGBV:

As per data presented in the Table-8.2, 84 girls have been enrolled in KGBV, out of these 24 (28.57 per cent) students belongs to SC category, 30 (35.72 per cent) belongs to OBC, 11 (13.09 per cent) belongs to the minority and 19 (22.62 per cent) students belongs to the other/general category.

Table- 8.2: Social Category of Students in KGBV

Sl. No.	Social Category of Students	Number of Students
1	Schedule Caste	24 (28.57)
2	Schedule Tribe	-
3	Other Backward Caste	30 (35.72)
4	Minorities	11 (13.09)
5	Others (Below the Poverty Line)	19 (22.62)
	Total	84 (100.00)

Source Field Survey, SSA Programme, District Barabanki, U.P.

8.1.3 Infrastructure of KGBV:

The KGBV in the district is functioning in the DIET building (formerly a palace of a queen) Ganeshpur. The existing furniture is required to be sufficient place to meet the class room and hostel requirements. The toilet facility is sufficient available to the girls. The security system for the teachers and girls living in hostel is not available in the school. School bags and cloths provided to the students are not found good in quality. Use of fuel wood was found in cooking, LPG should be provided for cooking and honorarium should be revised for cooks.

8.2.1 Residential Bridge Course (RBC):

There are 11 RBCs are functioning in the district Barabanki. Only 1 RBC has taken as a sample, which is established in 2006 and placed permanently at NRPC building Bansa, Masauli The details of RBC is presented in the Table-8.3 indicate that 1 Care taker cum teacher, 1 instructor 1 peon cum chaukidar and 1 cook have been sanctioned. All appointments against the corresponding sanctioned number of posts were found in position respectively.

Table-8.3: Teachers and Other Staff in RBC, Bansa, Masauli

Sl. No.	Designation	Sanctioned	In Position
1	Warden cum Teacher (care taker)	1	1
2	Instructor	1	1
3	Chaukidar	1	1
4	Cook	1	1

Source Field Survey, SSA Programme, District Barabanki, U.P.

8.2.2 Social Category of Students in RBC:

As per data in the table-8.4, 69 students were enrolled in the Residential Bridge Course in which 14 students belongs to SC category, 10 students belongs to OBC and 45 students belongs to minority. None of them belong to ST category. At the time of visit, 54 students were present, in which 10 students are belonging to SC category, 7 students are belonging to OBC and remaining 37 students are minorities.

Table-8.4: Social Category of Students in RBC

Sl. No.	Social Category	Number of Students Enrolled	Number of Students at Team Visit
1	Schedule Caste	14 (20.29)	10 (18.52)
2	Schedule Tribe	-	-
3	OBC	10 (14.49)	7 (12.96)
4	Minorities	45 (65.22)	37 (68.52)
5	Other (BPL)	-	-
6	Total	69 (100.00)	54 (100.00)

Source Field Survey, SSA Programme, District Barabanki, U.P.

8.3.1 Status and Staff of NRBC:

130 NRBCs are functioning in the district in which 7 NRBCs have taken as a sample, which was established in 2006 and placed 6 permanently and 1 temporary place. There are 13 teachers are working in these NRBCs and all of them are trained. All teachers are receiving honorarium Rs. 1000 per month (3 in irregular basis) and 4 in regular basis (Table 8.5).

Table-8.5: Status and Staff of NRBC

Sl. No.	Particulars	NRBC
1	Total Number	130
2	No. of sample centers	7
3	Permanent Place	06
	Temporary Place	01
4	Establishment Year-2006	07
5	No. of Teacher	13
6	Trained	13
7	Payment to Teacher (Rs. 1000/month)	13
8	Regular Payment	04*
9	Irregular Payment	3

Source Field Survey, SSA Programme, District Barabanki, U.P.

* Amount of one centre has been send in wrong account by the DPO.

8.3.2 Social Category of Students in NRBC:

As per data presented in the Table-8.6, 189 students were enrolled in 7 Non-Residential Bridge Course (NRBC) till September 2006, in which 67 students are belonging to SC category, 42 students belongs to OBC and 69 students belongs to minority. None of them belong to ST and other category. At the time of visit, 175 students were enrolled in 7 NRBCs, in which 62 students are belonging to SC category, 42 students are belonging to OBC, 71 students are minorities. Presence of students were not found well in all centres.

Table-8.6: Social Category of Students in NRBC

Sl. No.	Social Category	Number of Students Enrolled (September-2006)	Number of Students Enrolled on the Day of Team Visit
1	Schedule Caste	67	62
2	Schedule Tribe	-	-
3	OBC	53	42
4	Minorities	69	71
5	Other	-	-
6	Total	189	175

Source: Field Survey, SSA Programme, District Barabanki, U.P.

8.4 National Programme for Education of Girls at Elementary Level (NPEGEL):

There are 158 NPEGEL functioning in the district. As per survey conducted in only 8 NPEGEL centers. A grant of Rs.2,18,000.00 was received by cluster model schools during the financial year 2006-07. The grant is being used for the construction of extra rooms in 1 school and for construction of toilet in 1 school. 2 cluster model schools have electricity supply. There are total 405 girls found enrolled in these NPEGEL. The free books have been supplied in 6 NPEGEL centres. All the 8 NPEGEL centres are located in the buildings of the Upper Primary Schools (Table 8.7).

Table 8.7: Details of Sample NPEGEL Centres

Sl. No.	Particulars	No./Amount/Per centage
1	No. of Model Cluster School Surveyed	8
2	No. Of Model Cluster schools Received amount in Financial Year (2006-07)	2
3	Total amount Received Amount Average per School	2,18,000.00 27,250.0
4	No Of Model Cluster School Under Civil Work: Extra Room Drinking Water Toilet	1 0 1
5	No of School with Electrified	2
6	No. of School with ECCE	-
7	No of School Teacher Trained with Sanitation	-
8	No. of School received amount for TLM, Library, Game, Skill Training	-
9	Total no. of Girls Enrolled Average per School	405 50.62
10	No. of School provided Free Text Book to Enrolled Girls	6

Source: Field survey, SSA Programme, District Barabanki, U.P.

8.5 Education Guarantee Scheme (EGS), AIE and Madarsas:

There are 166 EGS, 62 AIE and 10 Madarsa in the district of Barabanki. The samples EGSs are located in sample blocks of the district. The sample AIE is found to be located in town areas and the sample of Madarsa is not found in position in the Ram Nagar block of district Barabanki. AIE were established during 2005 and EGS were established during 2002, 2005 and 2006. The payment was reported to be regular and

irregular both in all centres. The payment of Rs.1000/- per month was made in each center (Table 8.8).

Table 8.8: EGS/AIE and Madarsa Centres in Barabanki District

Sl. No.	Particulars	EGS	AIE	Madarsa	Total
1	Total Number	166	62	10	238
2	No. of Sample Centres	8	03	01*	12
3	Permanent Place Temporary Place	6 2		- -	
4	Establishment Year 2003 2005 2006		2 5 1	- 3 -	2 8 1
5	No of Acharya Trained	8 8	3 2	- -	11 10
6	Payment to Acharya (Rs. 1000/month)	8	3	-	11
7	Regular Payment	6	1	-	7
8	Irregular Payment	2	2	-	4

Source: Field survey, SSA Programme, District Barabanki, U.P.

* Not functional during the survey.

8.6 Students Attendance:

Student attendance in the alternative schooling centres was found to be good. Number of enrolled student's presence in each was found quit well on the day of the visit. Most of the students are from Scheduled caste and backward castes, minorities and girls are in higher proportion as compared to the boys.

Findings and Suggestions

- There has been found 1 KGBV.
- The payment of EGS/AIE teachers has been very irregular.
- The students' attendance in the alternative schooling centres is quit well.
- Most of the EGS/AIE centres are not functioning properly.
- The Centres are deprived of TLM, MDM and other programmes.
- Proper records are not mentioned.
- VEC members are required to be oriented for the development of alternative schooling.
- Madarsa were not found in position in the district.

8.7 Academic Input of BRC/NPRC Coordinators:

The visit of BRC coordinators for academic input is recorded to be 166 times in primary schools. The average number of visits is found to be less than 1 in a month. NPRC coordinators have visited 694 times in primary schools. An average number of visits per primary school by NPRC coordinators were recorded more than once in a month.

In case of upper primary schools, the visit of BRC coordinators for academic input is recorded to be 48 times. The average number of visits is found to be less than 1 in a month. In the same way, NPRC coordinators have visited 205 times in upper primary schools. An average number of visits per school by NPRC coordinators were recorded more than 1 in a month (Table 8.10).

Table 8.9: Details of Academic Input provided by Coordinator

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Visits of BRC Coordinator for Academic Input	166	48	214
	No. of Times (Average) per Month	Less Than once in a Month	Less Than once in a Month	Less Than once in a Month
2	Visits of NPRC Coordinator for Academic Input	694	205	899
	No. of Times (Average) per Month	More Than once in a Month	More Than once in a Month	More Than once in a Month
Total Schools		101 (100.00)		131 (100.00)

Source: Field survey, SSA Programme, District Barabanki, U.P.

8.8 District Information System for Education (DISE):

The training for filling up information in the data capture format was given to one teacher in each school. The data capture format was supplied to all the primary and upper primary schools. The complete data capture formats were submitted to the district office.

8.9 Investigators View about the Schools:

As per investigators view, 44.55 per cent to 78.22 per cent primary schools was having satisfactory security, hygiene, cleanliness and disciplinary conditions. The same were found bad in 3.96 per cent to 36.63 per cent primary schools.

The security system in upper primary school was found bad in more than 30 per cent schools. But the hygiene and discipline was all most same in upper primary schools as compared to the primary schools (Table 8.11).

Table 8.10: Views of Investigators Regarding Schools

Sl. No	Particulars	Very Good	Good	Satisfactory	Bad	Total
1	Primary Schools:					
	Security	-	19 (18.81)	45 (44.55)	37 (36.63)	101 (100.00)
	Hygiene	-	13 (12.87)	77 (76.24)	11 (10.89)	101 (100.00)
	Cleanliness	1 (0.99)	16 (15.84)	79 (78.22)	5(4.95)	101 (100.00)
2	Upper Primary Schools:					
	Security	-	7 (23.33)	14 (46.67)	9 (30.00)	30 (100.00)
	Hygiene	-	9 (30.00)	20 (66.67)	1 (3.33)	30 (100.00)
	Cleanliness	-	9 (30.00)	21 (70.00)	-	30 (100.00)
	Discipline in Students	-	11 (36.67)	17 (56.67)	2 (6.67)	30 (100.00)

Source: Field survey, SSA Programme, District Barabanki, U.P.

Findings and Suggestions

- BRC Coordinators visits were found on an average less than once times in a month both schools (primary and upper primary school) for providing academic input.
- NRPC coordinators visits were made more than once in a month both type of schools.
- The filled in data capture formats have been sent to the district office.
- General school conditions were found to be better at the upper primary school level as compared to the primary level by the investigators.
- Some BRC coordinators' character was found anti social.